

The Modern Language Journal

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Volume XLII

JANUARY, 1958

Number 1

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(An index for the periodical year is published annually. From its inception in 1929, *The Educational Index* covers the subject-matter of the MODERN LANGUAGE JOURNAL.)

Published by
The National Federation of Modern
Language Teachers Associations

The Modern Language Journal

STAFF, 1958

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The Exploratory Study of a Foreign Language and Culture

A STUDY of the MLA second Heath Report (August 1955) will show that relatively few secondary school systems have large enough FL programs to justify the setting up of a one-language exploratory course or a multi-lingual general language one to precede the regular first year FL as outlined, for instance, in the 1956 New York City syllabus (pp. 19-43) and commented upon by Professor Mario Pei in the March-1957 issue of the *MLJ* (pp. 118-9).

There are, however, some important educational values in the exploratory and general language courses that should not go lost. Some of these values are such as to constitute in the eyes of many curriculum makers the only reason that would justify encouraging all pupils, and especially those who are NOT going to college, to enroll in a class of that nature.

It is with this and other factors in mind that the writer suggests that the regular first-year FL course (which usually begins in the ninth grade) should be modified to incorporate many of the characteristics and aims of both the exploratory and the general language courses even at the risk of sacrificing some of the traditional first-year objectives.

Such a course is described in the pages that follow. Since an offering of this kind would naturally set the pattern and the pace for the following years, a brief outline of the second, third and fourth years is also included.

FIRST-YEAR FOREIGN LANGUAGE

There are at least two types of benefits that should accrue to the pupil who enrolls in the FL class: the linguistic and the cultural one, insofar as they can be separated. In our first-year course, the cultural objectives would be stressed even at the risk of sacrificing certain traditional linguistic aims. The main reason for this is to make the first-year FL course a worthwhile experience even for those pupils who, for various reasons, will not take the second year.

Cultural Objectives:

- (a) Progressive development of the concept of cultural relativity leading to
- (b) Greater understanding and respect for the way of life of other peoples, and to
- (c) Fuller and more objective understanding of our way of life including that of our minority groups.

Linguistic Objectives:

- (a) Acquisition of a basic set of speech patterns with adequate pronunciation and fluency.
- (b) Progressive ability to read orally from a graded reader with adequate pronunciation, fluency and understanding.
- (c) Ability to write under dictation prepared materials.

Development of the Cultural Objectives:

In this day and age, a mono-culturally oriented person is not a fully educated person. He is not prepared for critical listening and reading about what is going on in the rest of the world. Nor is he equipped to understand or discuss objectively the foreign policies of his government.

It is one of the principal objectives of the social studies teacher to help break through such mono-cultural orientation by progressively developing in the pupils the concept of cultural relativity. In the social studies class this is done mainly by (1) discussing the problems *per se* and (2) learning about foreign lands and cultures. It is usually the tenth grade that is dedicated entirely to the learning about the principal countries of the world and about some of the unusual and more exotic cultures.

The FL teacher has an excellent opportunity to cooperate with the social studies teacher in the development of the all-important cultural objectives. It is only recently that he has become fully aware of this fact and of the potentialities that exist in the FL setting.

To appreciate fully these possibilities one should be aware of the following facts with regard to the nature of culture: (1) The various aspects of culture, i.e., the economic, technological, political, social and psychological patterned activities that constitute the "way of life" of a people, are all delicately inter-linked into a total structure. (2) Culture consists not only of overt, directly observable artifacts and activities, but also of attitudes, feelings and other components that are often referred to as sentiments and beliefs. The sentiments and beliefs of any culture are also structurally organized and can be determined by inference through observation. (3) The language system of a culture is one of its most important components not only because of the way in which it reflects and transmits the culture, but because it literally links and holds together its various aspects and their respective components.

With the above in mind, it becomes obvious that the FL class constitutes the *only situation in the curriculum* where the pupil will have an opportunity to learn *fully* about a foreign culture. Without having a relatively full concept about another culture it is practically impossible to develop a correct concept about a third, a fourth, or even one's own. For it is only by comparing (consciously or non-consciously) the various aspects of another culture, including its language, with our own, that we can learn more objectively about our way of life.

The FL class is also the only place in the curriculum where the pupil has an opportunity to go beyond the *learning about* stage and actually to experience directly some of the systems of a foreign culture, specifically the language. It also offers the only setting in which there is enough time for the process of comparison to take place *inductively*, by the natural approach, and to teach for transfer of training.

By spending one, two, or more years learning about another culture and comparing it with his own, the pupil will have an opportunity to build up a more meaningful terminology and the basic set of concepts necessary to learn about other cultures on a more vicarious basis and within the limited time the social studies teacher can dedicate to each one. To this extent we can speak of correlation or cooperation between the FL and the social studies. No doubt,

the social studies teacher would welcome having pupils coming to his foreign-countries class with such a background.

During the first year, the teacher should also find time to talk about language in general and about the geographical distribution and relative importance of the world's major languages as well as other interesting facts that are usually included in an exploratory or general language course.

Relatively little information is yet available on the methods and techniques of teaching for the objectives we have set up. Perhaps the most practical suggestion that can be made at this stage is that the FL teacher seek the cooperation of the social studies teacher and adopt some of the best methods and techniques used in his area of teaching. In many ways, the first-year FL teacher is a social studies teacher who has specialized in the language, culture and civilization of a particular country. Within such a frame of reference, he should be able to learn and apply many of the excellent techniques that have been developed in the field of social studies instruction.

Materials

The materials necessary to teach for the stated objectives are not yet available in book form nor in ready-made sets. They are mainly available in the form of realia and audio-visual aids: films, pictures, slides, records, songs, tape-recordings, maps and various periodicals published in the country where the language is spoken. Such materials can be obtained by writing to the various embassies, consular services, cultural bureaus, UNESCO, traveling agencies, film libraries, State Departments of Education, etc. Lists of addresses are usually available in the appendices of recent books and monographs on methodology, as well as in the *Modern Language Journal*.

Evaluation

Here again, the writer suggests following the methods of the social studies teacher.

Development of the Linguistic Objectives

The first-year FL course outlined below differs from the traditional one mainly in the fact that it does not call for the development of

ability to translate from English into the FL. This means that it will not be necessary during the first year to teach formal grammar and to build an active vocabulary of words learned mostly in isolation. It also implies that there is no place in this course for the traditional first-year, grammar-laden textbook. A graded reader will be the only text. The progressive development of ability to translate into the FL has been relegated to the second and third years when the pupils who are not linguistically inclined will have dropped out.

A careful consideration of the activities involved to attain the objectives we have set up will reveal, however, that this is in no way a watered-down first-year course. It is also not neglecting to prepare the pupils for the Regents and similar examinations. If one looks over a sampling of old Regents examinations, it will be found that only 30% to 45% of the questions call for skill in translating from English into the FL. The remaining questions call for ability to translate into English (that is, to comprehend the written and spoken language), and for ability to write a few lines under dictation. Thus, grammar need only be taught functionally, that is, when required to understand the pages of the graded reader, and the vocabulary learned in the context of the reader on a recognition basis.

For success in teaching for the objectives we have outlined, it is imperative that the first-year FL teacher fully realize, and assume the corresponding attitude and frame of mind, that he is not out to train translators, especially not translators of English into the FL. With the above in mind, we can now briefly discuss the linguistic objectives.

a. Acquisition of a basic set of speech patterns with adequate pronunciation and fluency

Mastery of basic speech patterns can best be attained by memorizing conversations and learning how to dramatize them in typical settings that might be encountered in the foreign country. (Dramatization offers another opportunity to learn certain customs by doing. To this extent, the linguistic activities contribute to the development of cultural insight beyond the fact that another language is being learned.)

Mastery of a conversation will mean (1)

ability to act it out before the class with naturalness and with acceptable pronunciation, intonation and fluency. (2) Ability to substitute in the conversation certain simple partials which will have been learned as vocabulary although they might involve changes of gender, number, person, or tense.

The general objective may be considered as obtained once the pupil has mastered over the forty weeks that make up the school year approximately 20 to 25 conversations dealing with subjects ranging from talking about the weather to conducting a class in simple arithmetic or shopping for a souvenir.

Methodology, Activities, Techniques

During the first six weeks (or the first grading period) all the language work will be done orally. All textbooks should be withheld and no writing should appear on the board. The conversations will be learned in class by the process of imitation, the so-called mim-mem (mimic and memorization) approach. At least one little conversation a week can easily be learned during this first phase. (Homework will deal only with the attainment of the cultural objectives.) Throughout this course, pronunciation, intonation, and comprehension will be among the principal linguistic aims with quality above quantity in importance. Another important aim in this connection will be that of developing the pupils into "good imitators." This might not be an easy task since it may involve efforts to overcome self-consciousness. During this first stage in particular, the teacher should avoid answering such questions as "Which word means 'how' or 'do' in the FL expression for 'how do you do.' " Our aim is not that of learning isolated words but that of acquiring whole utterances regardless of their morphological or syntactical composition. Mastery through overlearning should be the aim. In other words, the pupil should acquire the ability to make the response mechanically as any other habit and without any conscious thought of how he is articulating. Of course, in the beginning the utterances should be relatively short.

By the end of the first six weeks, the law of diminishing returns will probably have set in as far as learning by imitation alone is con-

cerned. At this point the pupil will be ready and eager to see in writing what he has been saying and dramatizing orally. Stenciled copies of the conversations can serve as an introduction to reading. The next six weeks or so should be spent learning the rudiments or mechanics of reading, including an introduction to the first few pages of the graded reader.

By the end of this second six-week period, most pupils should be ready to continue learning new conversations by the mim-mem approach supported by the written word. To save time and effort, the teacher will have each new conversation printed on a large chart. Once the children will have learned to read it with correct pronunciation and intonation, they will be given stenciled copies to take home and finish memorizing. The next step will be that of learning to dramatize them in a real life setting or on a puppet stage. One such conversation every week is not too much to expect. This is the stage when the pupils will also learn to substitute within the frame of a conversation certain partials which they will have learned as vocabulary. In general, children will not be encouraged to do "free conversations." Should they be interested to converse on a specific topic, the teacher will help them prepare such a conversation and have it stenciled. By the end of the year, the pupils should be able to prepare, with the aid of the teacher, a short play for dramatization in the assembly program.

- b. Progressive ability to read orally from a graded reader with adequate pronunciation, fluency, and understanding

There are at least three reasons for stressing oral reading and not encouraging silent reading during the first year. First of all, it is the only way to build up the correct mechanics needed to learn the conversations that will be handed out in stenciled form. Secondly, it is the best way to keep children from building up the habit of reading the foreign language *Englishly*. Thirdly, it constitutes an additional avenue for the formation and reinforcement of speech patterns.

It is while reading that the need will arise for functional grammar and for the building up of a recognition vocabulary. Much of what is usually taught as formal grammar when learn-

ing to translate English into the FL can be taught as recognition vocabulary in our reading approach.

- c. Ability to write under dictation prepared materials

Writing under dictation is one of the most effective activities for the development of linguistic skills. Among other things, a great deal of "grammar" is learned inductively when preparing for, taking, and correcting dictations. As homework, children should be asked to prepare to write under dictation a few lines taken from a given short passage. The best way to prepare is to copy the assigned passage two or three times looking at and saying each word very carefully.

Towards the end of the school year, i.e., by the eighth or ninth month, most pupils should have acquired enough familiarity with the language and enough sight vocabulary to be *ready* to develop in class and under guidance some of the most common synoptic tables that are usually found in review grammars. This activity will give the teacher an opportunity to develop some of the principal grammatical concepts and terminology that all FL pupils should know. In this connection, it might also be advisable to do some "open notebook" translations of very simple English sentences into the FL. These activities may also constitute an additional aid for the teacher to determine which pupils should be advised not to continue the FL in the second year.

Testing

Since most of the first-year linguistic activities will be of the oral variety (dramatization, oral reading, etc.), testing will have to be largely of the same nature. Thus it will be literally indispensable that the teacher have at his disposition some means of preparing, at a minimum cost, individual before-and-after recordings of both conversations and oral readings. This should be supplemented, for instance, with the Regents-type questions that require oral and written comprehension and dictation.

Only pupils who have met certain standards should be allowed to register for the second-year FL course.

SECOND-YEAR FOREIGN LANGUAGES

Cultural Objectives

The ultimate objectives are the same as those of the first-year course. More stress will be placed on the historical aspects and on the influence of the given culture on our own and that of other countries. The class will be kept up to date with regard to important contemporary events. Much of the cultural information will come from outside readings in English followed by discussions in class. Fridays will be culture days. The FL club will also lend itself to the development of certain cultural objectives. Additional insight into cultural relativity will be gotten by discussing word meanings. Testing will be the same as in the first year.

Linguistic Objectives

- (a) Conversation: Further dramatizations of common life situations. Development of ability to ask, understand, and answer questions. Gradual development of ability to do free conversations on selected topics.
- (b) Reading: Greater stress on silent reading in more advanced graded readers. Reading for content. Translation into fluent English. Use of reader to develop conversation objective.
- (c) Dictation: Same as first year.
- (d) Vocabulary: Development of a basic active vocabulary mainly through the conversation, reading and translation activities.
- (e) Grammar: Formal grammar necessary to develop progressive ability to translate into the FL. Children who have success-

fully completed the first year will have acquired enough skill to understand the written language as to be *ready to learn by a truly inductive approach* the essentials of formal grammar that they will need to translate simple sentences and passages into the FL and to pass, for example, the second-year Regents examinations. During the early stages, the pupils will be asked to translate back into the FL English translations of familiar passages taken from the reader.

A carefully chosen Regents review-type book should suffice as a text and reference book to supplement the graded reader.

Testing

Same as in the first year with particular stress on the Regents-type tests.

THIRD-YEAR FOREIGN LANGUAGE

Same as second year, but on a more advanced level.

FOURTH-YEAR FOREIGN LANGUAGE

Free conversation. Introduction into free composition. Reading of easy masterpieces. Dictations. Discussions of various cultural topics.

Of course, the writer believes wholeheartedly that there is wisdom in beginning FL instruction in the elementary grades. Where such programs are being instituted, recommendations for the secondary school would have to be quite different.

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* * *

One language makes a wall; it takes two to make a gate.
—WILLIAM RILEY PARKER

* * *

High-School Foreign Language Study and Freshman Performance

THE basis for this study¹ is the Registrar's Report on the scores obtained by students matriculating at Alabama Polytechnic Institute in Sept., 1955. These students were subjected to a battery of six tests: *Mechanics of Expression* (grammar, punctuation, capitalization, and spelling); *Effectiveness of Expression* (sentence structure and style, diction, and organization of thought); *Reading Comprehension* (recognition vocabulary, reading speed, and level of comprehension); *American History*; *Mathematics* (arithmetic, algebra, geometry, and trigonometry); *Psychological Examinations*, one measuring basic intelligence (problem solving, figure analogies, and number series) and yielding a "Q" score, and the other measuring linguistic ability (recall vocabulary).

The results of these examinations are presented both in raw scores and in decile rankings. Since we are concerned with comparisons within the group only, decile rankings have been used in the interest of simplicity. Averages and differences are presented in percentiles.

The 1,647 students who submitted to this battery were separated into two groups, one with foreign language in high school and one without. The criterion was one semester or more, whether passed or failed. Obviously, the minimum exposure to FL considered could not be expected to exhibit much transfer value; the criterion was so established in order to avoid the possibility of a selection factor.

Accordingly, 953 were labeled "Non-FL" and 694, "FL." Of the latter, 546 had presented a recommended minimum of two years or more. Averages of this group designated as "2+FL" are given whenever possible for whatever additional light they may shed on the question.

To those who have followed the controversy over this aspect of the value of foreign language study, these results come as no surprise. The superiority of students presenting foreign language credit has been clearly established by studies during the last 25 years.² The chief merit

TABLE 1
GROUP AVERAGES ON SIX ACHIEVEMENT TESTS

	Me- chanics	Effec- tiveness	Reading Com- pre.	Ling- guistic Ability	His- tory	Mathe- matics
FL	63.6	61.9	64.6	65.4	58.6	59.4
Non-FL	44.3	45.8	46.2	46.9	49.9	49.2
Diff.	19.3	16.1	18.4	18.5	8.7*	10.2*
2+FL	66.8	63.3	66.6	67.1	59.8	61.0
Non-FL	44.3	45.8	46.2	46.9	49.9	49.2
Diff.	22.5	17.5	20.4	20.2	9.9	11.8

* Sampling indicates that Non-FL students had an average of one semester more mathematics and one semester more history in high school, which likely explains the decreased superiority of the FL students on these two tests.

of this effort, perhaps, is that the results have been measured in objective test scores rather than in grade averages alone. We will have not met the objections of the critics, who have insisted that "the apparent superiority is due only to the fact that the students who elected foreign language were more intelligent to begin with." The next aspect of the study is designed to answer this objection.

The two groups were divided next according to their intelligence level as established by Psychology "Q." Averages were computed for each group at each decile of intelligence and in each of the achievement tests. Even a cursory examination of the results makes it obvious that intelligence alone cannot explain the superiority.

Let us examine only those students who attended high schools of the three largest cities in the state—Birmingham, Montgomery, and

¹ This article first appeared in *School and Society*, June 8, 1957. It is here reprinted with the kind permission of both the journal and author.

² E.G., R. A. Brown, *Journal of the Michigan Schoolmasters Club*, 1930; C. F. Ross, *School and Society*, July 4, 1931; M. J. Nelson, *School and Society*, Feb. 25, 1933.

TABLE 2
DIFFERENCES IN AVERAGE SCORES BY INTELLIGENCE LEVEL

"Q" Decile	10	9	8	7	6	5	4	3	2	1
<i>Mechanics</i>										
FL	80.8	75.4	75.0	63.6	63.9	59.4	54.1	54.9	50.1	38.3
Non-FL	66.5	55.1	60.5	49.3	46.8	42.9	40.5	39.5	36.6	25.3
Diff.	14.3	20.3	14.5	14.3	17.1	16.5	13.6	15.4	13.5	13.0
<i>Effectiveness</i>										
FL	76.3	77.5	77.2	65.5	62.9	57.7	55.5	48.8	45.4	29.6
Non-FL	69.1	63.2	61.2	57.1	48.1	40.6	45.4	39.0	30.7	24.2
Diff.	7.2	14.3	16.0	8.4	14.8	17.1	10.1	9.8	14.7	5.4
<i>Reading Comprehension</i>										
FL	82.2	79.1	77.6	66.1	68.5	59.4	55.4	50.0	50.4	37.4
Non-FL	70.0	62.0	68.5	55.6	48.7	43.6	43.9	40.8	34.2	28.3
Diff.	12.2	17.1	9.1	10.5	19.8	15.8	11.5	9.2	16.2	9.1
<i>Linguistic Ability</i>										
FL	85.9	78.7	78.1	67.8	66.9	60.2	56.4	51.4	51.9	39.6
Non-FL	73.1	61.1	65.4	57.8	53.1	44.6	43.0	40.8	32.9	25.0
Diff.	12.8	17.6	12.7	10.0	13.8	14.6	13.4	10.6	19.0	14.6
<i>History</i>										
FL	71.3	68.4	74.4	65.5	58.3	55.3	52.3	46.9	41.3	40.9
Non-FL	67.5	57.8	67.0	57.6	52.0	48.9	49.8	42.6	40.5	37.0
Diff.	3.8	10.6	7.4	7.9	6.3	6.4	2.5	4.3	0.8	3.9
<i>Mathematics</i>										
FL	80.7	78.0	67.5	64.4	55.8	53.5	50.7	44.2	40.0	33.5
Non-FL	78.4	64.8	69.5	57.4	54.3	45.9	40.8	41.3	34.1	27.7
Diff.	2.3	13.2	-2.0*	7.0	1.5	7.6	9.9	2.9	5.9	5.8

* Non-FL exceed FL. This is the only instance in the whole study, and, in view of the excessive difference at Q 9, is obviously due to an unusual distribution.

Mobile. There were 150 "Non-FL" in this group and 235 "FL," of which 198 qualify as "2+FL." The results support the original conclusions.

	Mech.	Eff.	Read.	Ling.	Hist.	Math.
2+FL	67.9	64.2	68.5	69.4	62.1	59.9
FL	64.9	63.2	66.6	67.8	60.7	59.1
Non-FL	42.4	48.6	51.9	48.1	53.6	48.1

Of the above group, Sidney Lanier High School, at Montgomery, was the largest single contributor with 59 "FL" and 54 "Non-FL." Group averages for these students were:

	Mech.	Eff.	Read.	Ling.	Hist.	Math.
FL	73.4	66.8	72.9	73.7	63.9	60.0
Non-FL	43.9	46.7	49.8	48.9	49.3	45.7

A comparison of these scores on the basis of "Q" level gives results comparable to those presented in Table 2.

Motivation was suggested as a possible explanation for the persistent superiority of the FL group. Direct measurement of the quality is not feasible, but examination of a single group, more homogeneous in regard to its aims and ideals, should give an indication as to the validity of the suggestion. Scores of those students enrolled in the School of Education were examined for this purpose. There were 54 "Non-FL" and 78 "FL," of which 70 were "2+FL." The results follow:

	Mech.	Eff.	Read.	Ling.	Hist.	Math.
2+FL	76.1	60.0	65.4	68.9	47.4	41.5
FL	73.8	58.3	63.1	66.7	47.4	40.7
Non-FL	53.0	36.0	40.6	42.8	32.8	29.8

A comparison of these scores on the basis of "Q" level gives results comparable to those presented in Table 2.

Fall Quarter honor-point averages of the entire group are presented according to decile of intelligence. The honor-point system is A-3, B-2, C-1, D-0, and F-0.

This study established a highly significant superiority of students presenting high-school FL over their non-FL counterparts in each of the six achievement tests, whether as groups or on intelligence level. The superiority persists when comparison is applied to city high-school products only, to students from one single high

Decile	10	9	8	7	6	5	4	3	2	1
2+FL	1.64	1.53	1.54	1.28	1.20	1.22	1.23	1.16	1.08	.82
FL	1.63	1.42	1.48	1.26	1.14	1.17	1.18	1.05	.99	.77
Non-FL	1.18	1.12	1.17	1.08	.94	.89	.81	.80	.71	.60

Assuming 1.00 as indicative of a graduation potential, only the four upper deciles of the Non-FL as compared to the upper eight (or nine) of the FL appear capable of performing work successfully on the college level. The average for the entire group was 1.05, a score attained by the FL students at the third decile (second, for the 2+FL) and by the Non-FL at the seventh. In this particular instance, it seems reasonable to conclude that FL study has been tantamount to raising the student's "Q" score by some 40 percentage points.

Assignment of the group to remedial section was enlightening. To Remedial English went 40.6% of the Non-FL as compared to 16.8% of the FL and 14.6% of the 2+FL. To Remedial Mathematics went 38.1% of the Non-FL, 27.6% of the FL, and 26.9% of the 2+FL.

Of the Non-FL group, 15.2% dropped voluntarily before the end of the Spring Quarter as compared to 11.5% of the FL and 11.0% of the 2+FL. On probation or suspension at the end of the first year were 20.7% of the Non-FL, 10.2% of the FL, and 6.1% of the 2+FL. On the honor roll for the Winter Quarter (only one for which complete data were available) were .64% of the Non-FL, 1.62% of the FL, and 1.68% of the 2+FL.

school, to those enrolled in the same college division, to grade-point averages, assignment to remedial levels, resignations—both voluntary and otherwise—and honor-roll representation. Furthermore, students offering two or more years FL surpassed those offering less than two by about the same margin as these surpassed the Non-FL group.

We have not taken into account planetary influences, relative humidity, broken homes, or the possibility that students who try harder on examinations naturally gravitate to the study of certain subjects. Would the results have been analogous had the dichotomy been on a science: non-science basis, for example? Previous studies make it appear unlikely. Is it a question, perhaps, of college-bound? No college in Alabama either requires or even recommends high-school FL preparation.

Statistical analysis, reason, and the experience of generations force us to the conclusion that the study of foreign language *does* improve one's command of his own language, thereby enhancing one's control of subject matter in fields in which language is the vehicle of instruction.

ROBERT B. SKELTON

Alabama Polytechnic Institute

* * *

Language is not a theory; it is experience, it is a situation, it is a form of practical action long before it becomes a form of thought. It is even more than action; it is interaction.

—ISAAC GOLDBERG

* * *

Can Russian Courses Be Saved?*

WHILE general enrollment in colleges and universities has been increasing, the enrollment in Russian language courses has been steadily decreasing in the last five or six years, even though there is a growing demand in various fields for people who know Russian. The political atmosphere is usually blamed for this decrease, and with good reason. However, there can be no doubt that Russian has a reputation of an extremely difficult language. The statement that one teaches, or studies, Russian is usually received with expressions of surprise and the invariable: "But it is such a *difficult* language!" A middle-aged man, who did not know a word of Russian, once told this writer that it takes ten years to learn to read in Russian. On another occasion, a middle-aged professor of three Romance languages, French, Spanish, and Italian, informed this writer that he wanted to study Russian but was afraid to do so because he had been told that a knowledge of Greek was necessary for learning Russian, and he did not know Greek. When considered objectively, Russian is not more difficult than German (and in the opinion of some teachers of both languages, it is even easier). Yet German is not regarded as a difficult language. Something must have given the Russian language an undeserved bad reputation.

On the basis of her observations, this writer believes that the frightening reputation of the Russian language, which keeps students away from enrolling in Russian courses, is caused by a lack of a clearly defined objective, incorrect teaching methods, and poor textbooks.

In discussing objectives of the study of a foreign language, the terms "speaking ability" and "reading ability" are often used without clarifying their exact meaning. "Speaking ability" may mean: (1) the ability to say a few simple sentences in the foreign language, or (2) the superficial speaking ability one needs for travel in the foreign country, or (3) the ability to speak correctly and more or less fluently on a topic of moderate difficulty with a native speaker of the language, or (4) the ability to discuss in the

foreign language any idea one is able to discuss in his native tongue. "Speaking knowledge of Russian," or "speaking ability," is used in this paper in the third of the enumerated meanings, since the first two do not merit serious discussion, while the fourth is difficult to attain.

"Reading knowledge of Russian," or "reading ability," as used in this paper does not mean just knowing the Russian alphabet, or being able to read the simplified stories which are read—or rather which *should* be read—in the first year courses of Russian. "Reading knowledge of Russian" means here one's ability to read in Russian fiction and non-fiction, to read books, newspapers, and magazines with sufficient ease, accuracy, and speed to make the process an enjoyable and profitable experience.

Of the four aspects of a language—reading, understanding spoken language, writing, and speaking—for an adult reading is the easiest to master, and speaking is the most difficult. It is always easier to *understand* than to *do*, it is easier to *recognize* words than to *use* them. Reading is easier than understanding the spoken word of equal difficulty, because in reading one can proceed at the speed which suits him best, one can re-read that which he did not understand at first reading, one can look up unfamiliar words. All this is impossible when listening to someone talk. For similar reasons writing is easier than speaking.

It is one of the basic pedagogical principles as well as plain common sense that in studying anything one should begin with the easiest aspect of the subject and gradually proceed to the more difficult ones. This is the first reason why reading, and not speaking, should be the main objective of the first two years of the study of Russian.

The second reason is the fact that with lack of practice that aspect of the language which is the most difficult to master—speaking—is the easiest to lose, while reading ability is retained

* This article is based on a paper read at the Tenth University of Kentucky Foreign Language Conference, Lexington, Kentucky, April 25-27, 1957.

much longer. Those students who do learn in their first year to say a few words in Russian forget much of it by the time the next academic year begins in September (unless of course they practiced in the summer), and if they postpone taking the second-year course for a year or two, they lose all their "speaking ability." Also witness those individuals who have not spoken an acquired or even their native tongue for a number of years: they forget how to speak it but are still able to read in it.

The third reason is the fact that with a few exceptions the students have very limited, if any, opportunity to speak Russian outside of school, while opportunities for reading are practically unlimited. Except journalists and those in the diplomatic service, very few of the students will ever visit the Soviet Union. And there is very little opportunity to speak Russian here, in the United States. A student at the beginning of his second year of Russian once complained to this writer that he had gone to a Russian restaurant in New York and wanted to order his dinner in Russian, but was very disappointed when he realized that he did not know the vocabulary. Probably he could not have ordered his dinner in Russian even if he had known the vocabulary: it is the experience of this writer that most of the waiters in Russian restaurants in New York do not speak Russian; at best they speak another Slavic language.

Nobody would ever dispute the advantages of learning to read and of doing a considerable amount of reading in one's native language. It would be superfluous to discuss these advantages. Nevertheless, the writer would like to mention the fact that we learn most of our active and passive vocabulary by reading and not by speaking. The young child does not know many words until he begins to read. The vocabulary and the power of self-expression of an illiterate person are very limited, and those of a person who can but does not read are not much better. Yet it is often forgotten that reading in a foreign language has the same advantages as reading in one's native language, and perhaps even one or two more. (For example, reading works of literature in the original is always better than in translation, because no matter how good and accurate a translation is, it is never as good as the original.) We often hear statements

to the effect that "language is made up of sounds, therefore teaching should be based primarily on sounds." It is true of course that *spoken* language is made up of sounds. But only the language of a primitive people consists solely of sounds and has no written symbols, while the languages of civilized peoples consist of spoken and of *written* language. For obvious reasons communication by means of spoken language is much more limited in range and in quantity than by written language, native or foreign. Outside of school, an American student seldom has an opportunity, much less the necessity, to speak in Russian to a native Russian. But he can always read a Russian book. In fact, he can read all the books written by native Russians at all times. And if he is interested in any special field of knowledge, reading will give him such information which he will never get from speaking. Learning to speak Russian is not a necessity: it is a luxury which the great majority of our students do not need and cannot afford.

And this brings us to the last but by no means the least reason why reading, and not speaking, should be our first objective. Even if the other reasons did not exist, this fourth reason alone should determine our course of action. It is the fact that the great majority of students are unable and/or unwilling to devote more than two years to the study of Russian, and two years of college Russian are not enough to learn to speak the language. During these two years, Russian is one of four, five, or even six courses which the student is carrying, often along with a part-time job, and therefore he cannot devote much time and effort to it. In extension courses, where full-time workers take one, two, or three courses in the evening, the student, who comes to his evening class after a full day's work in his office or store, cannot be expected to devote to his study of Russian the time, effort, and attention which are needed for making good progress in reading, let alone in speaking. Since it is generally believed that one learns to speak by speaking, the student needs a great deal of practice in speaking to learn to speak Russian. Therefore the problem of time, of class hours, and of the number of students in class is of primary importance. Let us see how much practice in speaking the student has in class.

In a regular college course, which meets for an hour from three to five times a week, the student spends in class an average of one hundred and twenty-five hours a year. The number of students in a class may vary from five to twenty or to twenty-five. In a class of, say, ten students, for every minute one student speaks he has to listen for nine minutes to other students, who speak the language as poorly as he does, unless he is at the bottom of the class. The students cannot be permitted to speak in class the whole hour: the teacher needs some time to explain, to correct, and to direct the conversation. Thus, the actual time that a student can speak in class is very short, far too short to enable him to master in two years the most difficult aspect of the language—its active use, or speaking. It is not even a drop in a bucket: it is, as the Russians say, a drop in the sea.

It is interesting to note that while the emphasis in Russian courses is on speaking, the degree of Doctor of Philosophy in Russian *language* and literature is often granted to individuals who only have a reading knowledge of the language and are unable to speak it in the real sense of the word. This is an admission that, while the reading objective can and should be achieved, learning to speak Russian is either so difficult or so unnecessary (or perhaps both) that even those holding the highest academic degree in Russian should not be expected to be able to speak the language. What is the sense then in trying to teach undergraduate and graduate students to speak Russian, especially in view of the fact that most of them do not take more than two years of Russian? Would it not be better to devote these two years to working for an objective which *can be achieved*?

It stands to reason that in the limited time which the students can devote to the study of Russian they should be taught first of all that aspect of the language which is the easiest to master, is retained longer, and has almost unlimited practical application and great educational and cultural value, rather than that aspect which is the most difficult to master, is the easiest to lose, and has very limited opportunity for practical use.

Thus, reading should be the main objective of the first two years of the study of Russian. And by reading, let us repeat, we mean reading

books, newspapers, and magazines, reading anything that is printed, and doing it with sufficient ease, accuracy, and speed to make it pleasant and profitable.

This does not mean that the students should learn reading to the exclusion of everything else. On the contrary, they should be taught correct pronunciation from the very first meeting of the class, and there should be some conversation in Russian to enliven the class procedure and to maintain and develop the interest. But the *emphasis* in the first two years should be on reading—on building up an extensive passive vocabulary and on learning to recognize without difficulty the various forms of words and their interrelation in a sentence.

In addition to all its own advantages as an end in itself, reading in a foreign language is also a stepping stone to and a great aid in the mastery of speaking the language. Words and phrases, and even whole sentences which are frequently encountered in the reading texts gradually move from the passive to the active vocabulary of the student, if he has some practice in speaking, and thus help him to learn to speak the language, just as reading in his native language increases his vocabulary and his power of self-expression.

Those students who have linguistic abilities and who can and wish to continue studying Russian after the first two years, should by all means learn to speak Russian, especially if they plan to teach it some day, or to go into diplomatic service, or if they expect to have other uses for their speaking knowledge of Russian. If they first learn to read anything in Russian fluently and accurately, and in the process learn correct pronunciation and have some practice in speaking, and if they continue to read in Russian while learning to speak it, they will learn to speak with much less expenditure of time and effort than if they try to learn to speak Russian before they learn to read. It is much easier for an adult to learn first the easiest aspect of the language—reading—and then proceed from reading to the most difficult aspect—speaking—than to begin at once with that most difficult aspect. But if in the first two years of the study of Russian, which for most students are the only two years they can study Russian, the emphasis on speaking, and reading is perforce neg-

lected, the result is that the students can neither speak nor read in the real sense of the word, and they finish the courses without having learned anything that can be of any use to them.

* * *

With the exception of special "reading" courses, speaking seems to be the main objective of first- and second-year Russian courses in colleges and universities. Even though there are probably as many methods of teaching students to speak Russian as there are teachers, these methods seem to be of two main types, or a combination of both types. One of these types is variously called the "natural," or the "direct," or the "conversational" method. The other type is the "grammar-for-grammar-sake" method, although it is never called so by those who use it.

The reasoning in support of the "conversational" method goes approximately like this: the child learns to speak his mother tongue by hearing it spoken around him and by speaking it himself: he learns by imitation, and not by reasoning or analyzing. He learns to use correctly all (or almost all) the parts of speech in their proper grammatical forms even before he learns the alphabet and knows what grammar means. He learns to speak a foreign language in the same way. This, then, is the natural method, and it must be the best method. Therefore it should be used when teaching adults.

The fact that there is a great difference between the child's and the adult's ways of learning a language is overlooked or neglected. The child has a certain plasticity of brain which enables him to learn by imitation: he is able to reproduce exactly any sound of speech he hears, he has a way of absorbing what he hears, and thus he learns the language by hearing it spoken and speaking it himself. As he grows up, he loses this plasticity of brain, this ability to learn by imitation, and instead develops other abilities, other ways of learning which he did not have as a child: reasoning, analyzing, comparing the foreign language with his mother tongue, learning rules as a short cut to understanding and remembering. It is difficult for the adult to remember and to use various grammatical forms of a word without it being ex-

plained to him in advance why and when and how the forms change. The question "Why?" always arises and must always be answered. Nor can the adult be satisfied with the limited vocabulary and the simple sentence structure of a child. By using his abilities, his way of learning, the adult can learn in three months the basic structure of Russian, and in two years or less he can learn to read anything in Russian, whether written in the conversational or in the formal style. It takes the Russian child about ten years to achieve the same objective.

It should be quite clear, it seems, that the same methods of teaching Russian (or any foreign language) cannot and should not be used for teaching the child and the adult. Those who clamor for the "natural," the "direct" method, where the use of the student's native language is taboo, want the adult to use something which he no longer has, disregard the advantages which he does have, and assume that the mental age and the intellectual background and development of the learner, who is almost always a high school graduate and in most cases a college student or even a graduate, are equal to those of a very young child or of Tarzan.

Since the "conversational" method is based on endless repetition until the student learns to produce sentences automatically, it can give some results if: (A) the student has many more class hours in small groups than he has now in a regular three- to five-hour a week college course, and if he increases considerably the time and effort he devotes to preparation for the class—and this does not seem possible in the crowded curriculum of the college student, at least at present; and (B) the objective of the course is limited to teaching the student the simple Russian one would need for travel in the Soviet Union, and does not go beyond that. But the "conversational" method will not teach the student to read a Russian newspaper or a book unless he is willing to devote about ten years of his life to the full-time study of Russian—and probably not even then! The extensive passive vocabulary and understanding the complicated sentence structure of the formal style in which Russian newspapers and books are written cannot be taught by conversation: it can be taught only by reading, and it can be done in two years

or even less. One learns to read by reading and not by speaking. With the "conversational" method, in the only year or two years which the student devotes to the study of Russian he acquires a very limited, very superficial speaking knowledge of the language, which in most cases is of no use to him, and with lack of practice during the next year or two he loses it completely. What a waste of time and effort!

At the other end we have the "grammar-for-grammar-sake" method. Here grammar is studied not as a means to an end but as an end in itself. The entire class period is devoted to nothing else but the study of grammar. Grammar exercises, grammar drills, grammar reviews are repeated *ad nauseam*. The students are poisoned by daily overdoses of grammar, and their interest in the language is killed. They have to learn *actively* the forms and uses of nouns, pronouns, and adjectives in the six cases, singular and plural, the conjugation of verbs with all the consonant mutations, the forms and meanings of the aspects of verbs, the comparative and the superlative degrees of adjectives and adverbs, the declension of numbers (heaven knows what for!), the indirect questions, the conditional and subjunctive, and even the six participles. The students are required to demonstrate their *active* knowledge of all these rules, forms, and uses in the tests and examinations even in the first-year courses of Russian! They also have to learn spelling, even though hardly any one of them will ever have to write anything in Russian after they finish their courses. Is it any wonder that Russian is regarded as a very difficult language?

The combination of grammar and conversation method, which is used in many schools and which requires the student to learn *actively* both grammar and conversation, has all the disadvantages of the "grammar-for-grammar-sake" method and makes the situation even worse by requiring the student to learn to speak the language. To enroll in a Russian course for beginners only to find that he is required to learn *actively* and to use in conversation all the intricacies of Russian grammar, along with learning spelling and pronunciation, is very discouraging and frustrating for the student. He feels that he can never meet the requirements of the course, no matter how hard

he works. Hence the frightening reputation of the Russian language and, in some courses, a considerable drop in the number of students.

To make things worse, teachers of Russian are hampered very much by the lack of good textbooks. The subject of an elementary Russian textbook was discussed by the writer elsewhere.¹ Even though several Russian readers are available, not one of them is satisfactory. They are used only because there is nothing else to use.

* * *

The writer would like to suggest the following method of teaching Russian: grammar should be studied only as a short cut to understanding the basic structure of the Russian language. In the first semester of the first year students should study only the *fundamentals* of Russian grammar: the declension of nouns, pronouns, and adjectives, and the conjugation and the aspects of verbs. Their mind should not be cluttered with unnecessary information, such as minor points of grammar, various details, and the so called "common expressions and idioms" (most of which are neither common expressions nor idioms but are simply grammatical forms which have not been explained yet in the textbook and therefore should not be used; and those few which are idioms have not been selected on the basis of frequency of use but on the basis of the personal taste of the author of the textbook). Such unnecessary information is a heavy burden on the mind of the student and makes the study of Russian very difficult. Students should be expected to acquire only a *passive* knowledge of basic grammar and of vocabulary. This will reduce grammar exercises to a minimum and will eliminate the necessity of endless grammar drills and reviews. Even though writing should be used in daily exercises, writing and spelling should not be considered or pursued as an objective. In tests and examinations students should not be required to write anything in Russian or to translate from English into Russian but only from Russian into English; multiple choice can also be used. Concentration on the *passive* knowledge of the fundamentals

¹ "The Basic Principles of an Elementary Russian Textbook," *MLJ*, XL, 3 (March, 1956), pp. 124-126.

of grammar and of vocabulary will permit the students to cover twice as much ground as is covered in the usual grammar-conversation courses, so that by the end of the first semester the students will know enough basic grammar to begin reading simplified stories. (Usually such stories are not read until the end of the second semester—and sometimes not even then!)

In the second semester the fundamentals are reviewed and other elements of grammar are studied, such as the comparative and the superlative degrees, the conditional and subjunctive, indirect questions, and finally the participles. However, less time and attention should be devoted to grammar in the second semester than in the first semester, and again students should be required to learn grammar and vocabulary only *passively*, for recognition. On the other hand, more time should be devoted to reading, so that after the end of the first year the students should be able to read texts of moderate difficulty. Along with reading, the students should be taught correct pronunciation, and as far as possible they should be given enough opportunity to hear native Russians in order to develop their aural comprehension. Speaking should be used to some extent to enliven the class procedure but should not be considered as a required objective. Those students who have the time and desire to acquire some speaking knowledge of the language can be given an extra hour or two each week when they can recite the dialogues and stories which they memorize and have some practice in speaking.

At the beginning of the second year, students should read texts of moderate difficulty and gradually proceed to more difficult texts, so that by the end of the second year they should be able to read anything they wish. The selection of reading material can be correlated with the field of major interest of each student: literature, history, economics, natural sciences, etc. If the students and the teacher feel that it is necessary, they can review certain points of grammar, such as, for example, the aspects of verbs, or verbs of motion with prefixes, or the participles. Again, only *passive* knowledge of grammar should be required. In class the teacher can answer questions pertaining to the texts read for today, can explain those expres-

sions, or phrases, or sentences which the students did not understand, can deliver short lectures in Russian on the literary work which the students are reading. There can also be some discussions in Russian if the students are able to participate in them. But this should be done very carefully because it is disappointing and frustrating for the student to be asked to express himself in Russian only to find that he is unable to do so. The emphasis should be on reading, on bringing the students to the point where every Russian book, newspaper, and magazine will be really "open" to them.

There is no doubt in the mind of the writer that the complete reading objective can be painlessly achieved in two years. If in Spanish, French, and German courses literature is read in the original and not in translation, there is no reason why the same could not be done in Russian courses. But it is not done: Russian literature is read in translation! In the third year of a regular college Spanish course the students read in the original *Don Quijote* and the four-volume novel *Fortunata y Jacinta* by Pérez Galdós; therefore the third-year students of Russian should be able to read *War and Peace* in the original. Yet, in her fourteen years of teaching Russian the writer has met only one American student of Russian who claimed to have read *War and Peace* in the original and who said that he preferred to read in the original those works of Russian literature which are available in English translation. For almost all American students of Russian, reading in the original a Russian novel of even average length is a major project which they will not undertake if the novel is available in English translation.

* * *

The grammar-conversation Russian courses offered by colleges and universities make promises which they cannot fulfill, and try to achieve objectives which they cannot achieve. It is time to realize that what *we can achieve* in the limited time allotted to us, what *we are trying to achieve*, and what *we actually achieve* are three different things. But they should be one and the same thing! When too much is attempted, too little is accomplished. Instead of trying to do the impossible, let us concentrate our efforts on doing the possible. Only reading

is open to complete mastery in two years of limited classroom exposure, only the reading objective is feasible in two years. Let us concentrate on it! Reading in Russian gives the student a great feeling of achievement and satisfaction and opens to him vistas which can never be opened by conversation. Reading can be of great use to him. He can read as much as he wants and can thus retain and improve his reading ability through his whole life, no matter where or with whom he finds himself to be.

Complete mastery of reading should be the main objective of the first two years of the study of Russian.

It is difficult to see any future for Russian courses unless plain common sense and a realistic approach, along with correct teaching methods and good textbooks are brought into the field.

REBECCA A. DOMAR

Columbia University

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Today our schools teach mainly French, Spanish, German and Italian. Yet, three-fourths of the world's peoples do not speak these languages. Hindi, spoken by 150 million people, is offered in only six universities. Japanese, the language of 90 million people, Arabic and Turkish are not taught at all in many of our major colleges.

While this fast-shrinking world assumes the aspects of a second Tower of Babel, it would surely be impractical to suggest that the schools consider instruction in all tongues. It is, however, high time that we consider providing much wider language opportunities in the elementary and secondary schools. In some 400 public elementary schools around the country encouraging progress has been made in teaching foreign languages. But fewer than 300,000 pupils have had this opportunity, perhaps one child in a hundred. A great many high schools have no provisions for teaching foreign languages. And there is an acute and growing shortage of qualified language teachers.

LAWRENCE G. DERTHICK

U. S. Commissioner of Education

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The teacher of a foreign language must be able to show that, while acquirement of language skill is in itself a cultural experience, he can and does use the language as a key to ideas in *other fields*. All he can gain in cultural courses in history, art, geography, sociology, and philosophy is valuable to his preparation. It is especially important that courses for future teachers include those in the social and political history of the peoples whose language is to be taught. In all his teaching, however, the language instructor should *keep the focus on the language and the literature*, while throwing light on other cultural aspects.

* * *

A Mobile Laboratory

MOST foreign language teachers today are aware of the advantages of laboratory work in the learning of a foreign language. Many of them have read about or even visited the excellent laboratory installations now found in several of the universities and larger colleges. And they would like to have the same facilities for their own students, but they find themselves handicapped by lack of space and money.

I should like to tell you how the Modern Language department at Allegheny College managed to provide itself with a very useful laboratory, even though it lacked the funds and space necessary for the kinds of installations now found at Franklin and Marshall College, Purdue University, the American University, the University of Rochester, etc. In attempting to describe our set-up, there is no implication that it even begins to equal that of the laboratories costing \$5,000, \$10,000, or \$20,000. Certainly, if we had the money, we should prefer one of the expensive "labs." But our college has a small endowment and therefore must operate on a relatively limited budget. Hence, our department decided to see what it could do to provide some laboratory experience for its students within these budgetary limits. We are now publishing this information in the hope that it may prove useful to other small-endowment colleges and schools of limited means.

At Allegheny College we offer courses in four languages—French, German, Russian, and Spanish. We have five teachers and just over two hundred students. Each teacher has his own office. Altogether, we have four classrooms in which to teach the languages classes. On the same floor are two large classrooms used by other departments. We have a small room about 9' by 17' designated as the Laboratory.

Until this past year our equipment consisted of one portable, home-made three-speed player consisting of a turntable, pickup and amplifier in one case with separate (second-hand) speaker, and a much-used Bell Record-O-Fone, Model Rt 50 tape-recorder. Students wishing to

do out-of-class work in four different languages, at different levels for each language, competed not only with one other for use of the player and recorder but also with teachers who wanted to use the machines *in* class. Moreover, the teachers sometimes found that two or three of them wanted to use the machines in class during the same class hour. The one who was fortunate enough to get there first had to break his or her back lugging the player and speaker or the recorder (or both) from the laboratory to the classroom and back again. Under such conditions any attempt to introduce meaningful laboratory work into the language courses was doomed to frustration, continual conflict in needs, and possible failure. Something had to be done. With the financial assistance of an understanding college administration and the very fine co-operation of the Physics department, we greatly improved our lot. The cost was clearly within reach of the budgets of many small colleges and schools.

Since we lacked the space in which to build a "lab," the funds with which to build it, and the money necessary to pay the salary of a full or part-time director or assistant, we needed a set-up that was flexible and which could be operated by the students themselves. Too, we needed to have equipment available for in-class as well as out-of-class use. To meet these needs we decided upon a wholly mobile laboratory that could be used anywhere, at any time, by anybody teaching or studying foreign languages.

We now have three mobile units in addition to the old portables (which we do not intend to throw away!). The mobile units may be wheeled into any office or classroom on the floor for group or individual use. In other words, we can make any empty classroom or office into a laboratory, and we can also easily use the equipment in class. *Gone* are the backaches from lugging the old machines; *gone* are the headaches from struggling with our former schedule conflicts; and *come* are far better aural-

oral practice and language study in general.

The mobile units were assembled from parts available through most wholesale houses (for example Allied Radio, Chicago, or local wholesalers). They were designed for a minimum of labor in assembly and for a maximum of flexibility, should changes or replacements become necessary. None of the items is critical, various equivalents being in all cases readily available. Each assembly begins with a metal table approximately 24" × 34" high (Equipto type 711) with rubber-tired casters. Two casters have been locked in direction and two left free, and a drawer-type pull handle has been added on one end of the table so that the unit can be pulled, pushed, and steered like a super-market wagon.

The basic tape recorder and playback unit (Webcor Educator or Royale) is screwed down to the table top, leaving some free space at one end for books, a microphone, or other small items. On one side the vertical edge of the sheet metal top has been bent inward so as to give better access to the disc record player (Garrard Model T Manual Player) which is mounted on a Masonite shelf about 10" below the top. (Originally it had been planned to use a smaller tape recorder and to have both it and the disc player on the top.) The metal shelf supplied with the table is about 12" from the floor and is available for storage. A single spliced power cord supplies both the Webcor and Garrard units. The Garrard player is equipped with a crystal cartridge (Astatic 90-TJB). A resistance-capacitance equalizer is mounted on the base to reduce the output of the cartridge and to match it to the high impedance microphone input of the Webcor, since this particular instrument does not have a high-level input for phonograph or radio. (The equalizer consists of a 1.0 megohm series resistor and a 33,000 ohm, or thereabouts, shunt resistor. In parallel with the series resistor is a small capacitor, of the order of 50 micro-micro farads.) A short shielded cable with a telephone plug allows the disc player to be interchanged with the microphone supplied with the Webcor, so that the Webcor amplifier and speaker are used for discs as well as tape. The combination may be used to record material from discs on tape, or to

listen to discs as a conventional phonograph.

In language study it is useful for a student to be able to listen to the words from a short section of a disc and to repeat the material heard, with his own voice, with both being recorded on tape for later comparison study. To provide for this technique we have made up a small switching box with input jacks for both the disc player and for the microphone, and an output cord to plug into the tape recorder. A push-to-talk lever switch with a spring return allows the student to switch from the disc to his own voice at will. A third raised position of the switch has a detent rather than spring return and allows the microphone to remain on. The "Monitor" switch on the Webcor allows the material being recorded on tape to be heard simultaneously, and the equalizer mentioned above was adjusted so that, with the microphone used for close talking, the recording levels are approximately equal and there is no difficulty with acoustic feedback or "howling" with the microphone. Provision is made in the Webcor for an external speaker. If it becomes desirable for a large classroom or for the better reproduction of music we would expect to use a separate high-quality loudspeaker, several of which are available on the campus.

It is believed that any small Physics department with a minimum of background and shop facilities, or any competent electronics service technician can assemble similar units. The time for assembly, which was done largely by a student assistant in the Physics department, was about eight hours per unit. The total cost of parts and materials was approximately two hundred and fifteen dollars per unit.

Many are the uses we are making of these machines this year to increase the aural-oral skills of the foreign language students, and next year we hope to expand our use of these units. Lacking a laboratory deluxe, we are quite pleased with our laboratory on wheels.¹

BLAIR HANSON

Allegheny College

¹ The technical part of this description was prepared with the assistance of Professor Richard L. Brown, Chairman of the Physics department.

Are We Victims of Linguaphobia?

IN THE past few years we have heard of mathemaphobia, which has been defined as a fear and dislike of mathematics, and which has been offered as a cause of so many failures in mathematics.¹ We are hearing more and more about those who are afraid of science, and we might call this psyche scientiphobia. At the 1956 meeting of the American Association for the Advancement of Science, for example, Dr. Kenneth B. M. Crooks of the Fort Valley (Georgia) State College told of his study in which he found that poor spellers shun science courses because of the number of new and big words they meet.²

For several years I have studied the statistics in our national literacy score in an attempt (a) to account for the large percentage of students who fail in English in high school, who fail in college, and who fail even on the professional level; and (b) to find the cause of the attrition in the ranks of those planning to teach English and foreign languages. As a result of much research and of a conviction which has been growing stronger, I would add to the ever lengthening list of academic phobias, linguaphobia, which I call a fear and dislike of language study of any kind, native or foreign, and which may be responsible for the failure in and avoidance of language study.

In an issue of the *Oklahoma Teacher*, one educator, L. N. Morgan, has noted some college student "howlers": one student wrote on a final examination paper "abcessed with the idea"; another, "feudilism was in mid-evil times"; and still another offered a "howler" too good to be true, "Pullet's Surprise." Actually, the colleges are finding that our entering freshmen are so poorly prepared in English that approximately twenty-five per cent of them must be placed in non-credit remedial courses in composition to do work on the seventh or eighth grade level.³ The language problem also besets those at the professional level. Recently the dean of the School of Law at Columbia University said, "The inability of law students to

write reasonably literate English prose is a malady of epidemic proportions."⁴

In place of courses in English, grammar, and foreign language, students have been permitted to choose elective courses or vocational courses which, obviously, fail to provide an adequate foundation for college work in English and foreign language. The result is that our high schools have been turning out thousands of students woefully unqualified to undertake advanced work in the language field.

Time was when seventy-five per cent of all high school students were taking some foreign language. A student took Latin, French, or German. That was once upon a time. Today about 18 per cent are doing so. French has dropped from 10.9 per cent of all students to 4.7 per cent, and German from 2.4 per cent to less than one per cent, and Latin from 50 per cent to 7.8 per cent.⁵

The failure of our elementary and high schools to inspire students to enter language study and to train them properly for language careers is reflected in the statistics of university graduates. The number of new art teachers in 1956 is the same as in 1950; home economics teachers are fewer by only 7.3 per cent; foreign language teachers are fewer by 32.1 per cent; and English teachers are fewer by 44.7 per cent.⁶ In other words, English and foreign language teachers are becoming a vestige of a long

¹ Gough, Sister Mary Fides, O. P. "Mathemaphobia: Causes and Treatments," *The Clearing House*, 28: 290-294, January, 1954.

² Crooks, Kenneth B. M., "Reading and Science Instruction." Unpublished paper read at N.A.B.T. section of A.A.A.S. Meeting, Hotel McAlpin, New York, December 27, 1956.

³ Clifton, Ernest S., "We Are a Nation of Poor Spellers," *Texas Outlook*, 39: 18-19, September, 1955.

⁴ New York Times, January 13, 1957, p. 50.

⁵ Douglass, Harl R., *The High School Curriculum*, second edition. New York: The Ronald Press Company, 1956, p. 451.

⁶ NEA Research Division, "The 1956 Teacher Supply and Demand Report," *Journal of Teacher Education* 7: 33-79, March, 1956.

and well-established intellectual tradition.

This situation does not represent a crisis which developed suddenly. It is the inevitable result of a long history of declining interest at the high school level in language study. It is amazing that this decline comes at a time when the United States is deeply involved in world affairs and needs those who are facile not only in their native language but also in a foreign language and can get the ideas of both our allies and our potential enemies. It is regrettable that some of our bedraggled Rip Van Winkle educational leaders live in a world that has passed them by. Like short-sighted schemers and bewildered Yahoos, they go around discouraging foreign language study and trying to abolish language as an esthetic medium and to concentrate upon its use as a toolbox.

What we should be doing is finding out the cause of a pupil's fear of and dislike for language study. Then we might expect a cure to be effected. There are several causes. One is that many teachers are not competent. "Poorly-paid, poorly prepared, uninspired, uninspiring, and disinterested," our teachers are among the lowest paid workers and contribute to our vicious downward spiral in education.⁷ And as the supply of English and foreign language teachers dwindles, children are getting less than adequate development in language attainments because their teachers, many of whom are home economics teachers or physical education teachers who have a free period, are themselves actually uneducated in the language arts.

Again, studying a foreign language is an essential part of learning to use one's own language. It has been recognized that no man knows his own language until he knows another. One of the reasons for the decline in effective use and knowledge of the English language is that so few teachers and students today have any knowledge of any other language, therefore, any knowledge of the principles of language in general.

The question of attitude toward language study arises. Yesterday the fundamentals of English literature and composition were thought to be a valuable asset to the personality of any high school graduate intelligent enough to read more than a scoreboard, or to write more than an expense account. Today

the educational pragmatists tacitly argue that literary development is a luxury and is less important than the new "social orientations." I maintain that both, literary development and "social orientations," are important in the educational structure.

Another cause may be offered for the prevalence of linguaphobia. A number of subjects, e.g., English and geography, that used to be taught in school have disappeared from the curriculum or have been drastically curtailed or "integrated" with other educational matter. Interestingly enough, at the last annual meeting of the National Council of Teachers of Social Studies, held in Cleveland in November, Dr. Carl Wittke, dean of the graduate school of Western University, lashed out at the new products which are sometimes known as "core courses," and which, he says, mingle the *trivia* with the important. Such courses, Dean Wittke stated, may have merit, but too often they involve a scaling down of several disciplines to a low level of mediocrity.⁸ Proof that we may look for the displacement of English as a subject may be found in the fact that of the 3.5 per cent of public secondary schools which reported having core type programs in 1949, more than nine-tenths of these displaced English as a separate subject.⁹

I think we are naive, or perhaps overly optimistic, when we assume that if certain social studies activities are carried on, certain language learnings will inevitably result. As a matter of fact, there is an element of evangelism and of old-fashioned revivalism about the "core" movement.

The whole situation may boil down to this: "Future teachers pass through the elementary schools as verbal illiterates. They continue as such in high school. In teachers' college they avoid foreign language study because such is not required, and they pursue English courses which are concerned with the pedagogy rather than with the substance of English. Many of them return to the elementary school to teach a new generation disrespect for linguistic ability.

⁷ See note 2.

⁸ New York Times, November 25, 1956, p. 55.

⁹ Vars. Gordon F., "Language Arts in the Core Curriculum," *Progressive Education*, 33: 54-58, March, 1956.

By no means is this a blanket indictment of education courses. Many are excellent and contain substantial intellectual content. But some are completely unrelated to the language teaching field, or to any other teaching field for that matter; and what is worse, they are sometimes poorly taught, and sometimes by professors who have never taught boys and girls or who have lost contact with the classroom situation.

What is the cure for linguaphobia? Really,

to ask the question is to answer it. However, the writer expects to devote another article to that topic. In the meantime we may rest assured that just as a man who walks down a road he knows is not afraid, so a student who has been exposed to good language teachers and to good language instruction will be less likely to become a victim of linguaphobia.

EDNA LUE FURNESS

University of Wyoming

* * *

The three years from twelve to fifteen should be dominated by a mass attack upon language, so planned that a definite result, in itself worth having, is thereby achieved. I should guess that within these limits of time, and given adequate concentration, we might ask that at the end of that period the children should have command of English, should be able to read fluently fairly simple French, and should have completed the elementary stage of Latin. . . . I conceive that such a measure of attainment in these three languages is well within the reach of the ordinary child, provided that he has not been distracted by the effort at precision in a multiplicity of other subjects.

—ALFRED NORTH WHITEHEAD

* * *

Cultures do not meet but people of culture do. In their exchange of ideas and cultural gifts lies the road to an enduring peace.

—RALPH CHARLES WOOD

* * *

Tests in Reading Spanish

IT SEEMS that quite universally there is presented to the teacher of Spanish the problem of building good, reliable tests in reading the language. Our primary concern is not to test the student's memory on what he has read, but to test his ability actually to "read" the printed page with some degree of comprehension. Naturally there can be different types of tests for different levels of progress. For all levels the easiest way out is to give one's students a strictly translating type of test. We merely choose from the reading text passages for the students to translate to "good, idiomatic" English. In such a test we more often than not get attempts at verbatim translations resulting in a terribly "butchered" English or some completely incoherent statement. Then the teacher encounters the terrible task of grading such papers.

It is true and granted that this translation test has its place at certain levels—mainly at the very beginning and at the advanced stage of a student's studies. For example, at the very beginning, if we desire to check on how well a student is progressing in his reading comprehension, we can soon find out by giving him a few well chosen sentences or a short paragraph to write down in so-called "common" or "everyday" English. Also at the advanced college level, we can find out how well he reads old Spanish or gaucho novels or Calderón's plays by giving him passages to translate.

In the first semester or term, if the beginner starts a reading text rather early—after three or four weeks of grammar¹—he may quite readily get the meaning of the first story or passage in the book and remember its contents rather well. However, since the majority of beginning students are taking the course only for credit or for the degree requirement, many of them do not study the stories or selections in the way we should like or by the method we explain to them. If they study in groups, the better students can coach those not so good in their comprehension of the plots or sequence of occur-

rences just sufficiently to enable them to "get by." This especially holds true in the strictly translation type of test. When tested principally on memory of plots or occurrences, if the student knows only one "key" word or phrase, he immediately has the clue that reveals to his memory the exact event in the story or selection. Therefore he frequently may translate the sentence correctly without having to comprehend the rest of it, since he already knows what happened. Or at least this key word or phrase is of great help to him. He receives a premium on memory with a minimum of comprehension. In such case we may ask: Is he truly learning to read the printed page? On the other hand, the poor student with a bad memory is doubly handicapped, especially when he confuses two or more stories as to plot, theme, and events. As a seemingly overdrawn example, *sale bien* may be in a sentence or phrase, and if the student with little comprehension remembers a story about the sea, he may think the expression means "sails well." Even better students, when relying on memory more than on diligent study, can miss the true contextual meaning of words with two or more meanings like *esperar*, *pasar*, *quedar*, *contar*, *ama*, *traje*, and many others.

Among objective tests the multiple-choice type is quite popular, and, if built and handled with care, it can result very effective and reliable. This can be especially so with translations or near-translations. That is, a sentence, or even a short paragraph, can be given with three or four multiple-choice answers, only one of which contains the true gist or the outstanding meaning. For example we can choose from Riva Palacio's "La horma de su zapato"² this sentence with multiple-choice answers: *Barac no tiene nada que hacer en el infierno por no tener*

¹ For a discussion on how reading can be started even earlier, see David T. Sisto, "Essential Grammar for Beginners in Reading Spanish," *MLJ*, XXXIX (December 1955), 404-408.

² In *Cuentecitos*, Retold and Adapted by Luis Leal (D. C. Heath and Co., Boston).

almas que cuidar. (1) Barac has a lot to do. (2) Barac does not have to beg alms. (3) Barac is busy in winter. (4) Barac does not have anything to do. Of course this is verbatim from the story, and in this lies the invalidity of the item, because again the student is tested principally on memory. If he remembers the plot, he knows that Barac did not have a lot to do as in answer (1), that the story said nothing about begging alms as in answer (2) nor about winter as in answer (3). Therefore answer (4) is right. The answers to this item are near translations, but other types of multiple-choice answers may also test only the student's memory.

Another multiple-choice translation item is that in which only a portion of the sentence quoted is underlined, and underneath are multiple-choice answers given more as direct translations than as gists of meaning. For example in the above sentence from "*La horma de su zapato*" the portion *por no tener almas que cuidar* could be underlined with these answers given: (1) for having alms to beg (2) because he has nothing to do (3) because of not having souls to take care of (4) because he does not care. Even in this type of item the student can depend more on his memory of the plot, however acquired, than upon his actual knowledge of the meaning of the printed language. As in the process above, he knows that answer (3) is correct without having to read the sentence, since his memory tells him that Barac did not have any souls to take care of.

The underlined portion of the sentence need not be an entire clause or phrase, but it can be of a vocabulary testing nature, having only a word or an idiom underlined. In such an instance the student is to be informed that he is to know the meaning as it is used in the context of that particular sentence. For example *algo* could be underlined with these answers given: (1) ago (2) something (3) more (4) somewhat. In the contextual meaning of *algo viejo* the answer would have to be (4) whereas in *tiene algo en la mano* the answer would have to be (2). Of course this does not hold true with all words and idioms. In this type of item, however, it is perhaps better to have the student write out the translation, even though this does eliminate it as an objective type, but it certainly also eliminates all possibility of guessing, and the

difficulty of grading is not nearly so great as that found in the case of entire sentences translated. True, the student's memory of plots does not help him very much here, but neither does a single word or idiom help the connected meanings of the printed page very much. It is strictly a vocabulary test.

A close second in popularity to the multiple-choice type of item in objective examinations is the True-False. Even though it probably tests reading ability better than the types discussed, if not carefully constructed, an item of this nature also is conducive to memorization of the events in the story or selection which has been read in class. Again referring to the example used above, we could present the statement: *Barac no tiene nada que hacer en el infierno*, with provision made for marking "True" or "False." Granted that the poor student may have a minimum of comprehension, in this case that of *nada* and *hacer*, he readily knows the statement is "True." Even the worst student might guess "intelligently" the correct answer. Another sort of True-False test is to give the student a rather lengthy passage with several True-False statements in Spanish at the end. Care must be taken, however, to have the length of the passage correspond to the number of True-False questions and the time allowed to complete the test. For example it is far better to give a half-page passage with only three or four True-False items at the end than it is to give a short passage of four or five lines with a like number of True-False statements. In the latter the student can at a glance get the answer, whereas in the former he has either to remember the correct answer or, more tediously, to search for it, and naturally the more slowly this is done, the faster his time runs out. Again, even in True-False tests, if passages from the text are used, a student can go quite far with only a knowledge of the plots and events in the stories read. Furthermore, True-False tests are much more conducive to "wild" guessing than are other types, and if a student becomes "panicky," he will certainly begin guessing, even if he is penalized, because it is human nature "to take a chance."

There are two solutions to this rather serious problem of memorization of plots in lieu of learning to read the language—namely, that of

(1) changing the plots and events of stories and selections read in class and (2) using entirely different passages from those used in class but of equal difficulty. If we take the first example used above, we change it to read: *Barac tiene tanto que hacer en el infierno por tener tantas almas que cuidar*. In a strictly written translation of the entire sentence, it is readily seen how it could be riddled with errors by the poor or lazy student who had the plot told to him beforehand without having to read the story. And the student is penalized to an even greater degree in the multiple-choice type of item with three or four gists given. Using the same four multiple-choice answers listed above, the student would now have to choose answer number one, "Barac has a lot to do," instead of number four, "Barac does not have anything to do," as was actually the case and as he had memorized in the plot. Or if the portion *por tener tantas almas que cuidar* is underlined, the answer "because of not having souls to take care of" would certainly not now be correct. Likewise, as a True-False item it would be missed by the student who remembered only that "Barac has nothing to do in hell." This changing of events to the opposite of how they actually occur in the reading selections need not be done to "trap" the students, even though it will do just that to the lazy ones more so than to others. Therefore it is advisable to forewarn all of them exactly what will be done on the test in this respect. This should be suggestion enough to them that they are not to depend alone on memorization of plots.

In all likelihood the most effective method of testing one's reading ability is to give him entirely different passages from those used in class. The more advanced a student's level of progress becomes, the more this method should be used. Proof of this is in the fact that a graduate student is able to read and comprehend any book in Spanish that he comes across. On the other hand this method is more difficult to administer to a first semester student, since his reading vocabulary is so limited, and all beginner's reading material is sure to have different vocabulary. But, by and large, from the second semester on, material of equal difficulty and vocabulary can be found. One text at least provides practice in reading selections different

from the stories found in it.³ Again referring to the first example cited above, *Barac no tiene nada que hacer en el infierno por no tener almas que cuidar*, something can surely be found which contains the possibly new words *almas* and *cuidar*. Students should then be familiar with the simple negative *nada*, and *infierno* is seldom a new, unknown word! In regard to the multiple-choice item, strictly new and possibly more difficult words can be avoided in the multiple-choice answers in case they are in Spanish. For True-False items an entire paragraph could be given from new material with several True-False statements based on it, and if these are in Spanish, strictly new words again can be avoided. But in either type of test, if the choice items or the True-False statements are in English, then there is no problem of new words presented.

Possibly the best test to come out to date for either material used in class or material different from that used in class is composed of a type of item of the True-False sort, but instead of each item or "question" being made of one True-False statement, it contains three, all of which can be true, two of which can be true, only one of which can be true, or none of which can be true.⁴ The passage used can consist of a single sentence or of a paragraph with the corresponding groups of three statements varying in number. Not to over-use Riva Palacio's Barac in hell (which, incidentally, is quite simply adapted to first semester Spanish), the following could be a sample page from a first

³ See Lloyd A. Kasten and Eduardo Neale-Silva, *Lecturas escogidas* (Harper and Bros., 1945), pp. 286 ff.

⁴ First built and used by Dr. Robert Lado and his staff at the English Language Institute of the University of Michigan, Ann Arbor, in connection with testing a foreigner's knowledge of English in regard to structure, pronunciation, and vocabulary (Robert Lado, *English Language Test for Foreign Students, Form A*, 1951, published by The George Wahr Publishing Co., Ann Arbor, Michigan).

Also see Robert Lado, "Phonemics and Pronunciation Tests," *MLJ*, XXXV (November 1951), pp. 536-537, for a description of this type of test.

At the end of the first semester of 1956-1957 a reading test of this sort was built on sight passages and experimented with in third semester Spanish at the University of Texas by Dr. G. G. LaGrone and Dr. Louis Cooper; the result of its first trial with some 250 students was a near-perfect Bell curve.

semester reading test of this sort:

DIRECTIONS: Following each passage you will find one or more groups of three statements each. After each group of three statements are pairs of parentheses containing one or more numbers, the first of which means that statements 1, 2, and 3 are true. The last means that none of the statements is true. On the basis of what the passage says, or what may be reasonably inferred from the passage, indicate, by underscoring, the pair of parentheses which you think applies to the passage as true.

Esá misma noche Barac sale del infierno. Como no ha estado en el mundo por algunos años, espera ver a los hombres tales como los ha visto años. Y al ver que ahora el mundo no se parece en nada al mundo de hace algunos años, Barac cree que está en otro lugar y no en la tierra. Cree que ha tomado otro camino y que ahora está en otro lugar.

1. Barac knows the world never changes.
2. He recently lived on earth.
3. He thinks he is someone else.

(1, 2, 3), (1, 2), (1, 3), (2, 3), (1), (2), (3), (0)

1. Barac goes to earth right away.
2. He thinks he has missed the road.
3. He thinks he is in the right place.

(1, 2, 3), (1, 2), (1, 3), (2, 3), (1), (2), (3), (0)

1. The world resembles any world.
2. Barac has lived all over the earth.
3. He expects men to be the same as before.

(1, 2, 3), (1, 2), (1, 3), (2, 3), (1), (2), (3), (0)

Of course the method of answering can be changed by the test builder to suit any type of answer sheet he may wish to use or devise. In higher level courses the three statements, in addition to the passage, can be in Spanish, since the students' reading vocabulary should be larger. Also, since the test builder should be considered, the more advanced a course is, the wider the range of vocabulary to be used in the statements will be.

A note should be added at this point concerning oral administration of certain types of reading tests. This is quite possible in courses that stress the aural-oral approach to reading, above all in the so-called intermediate and advanced courses. Not a few schools carry on

reading classes in Spanish to the extent of discussing in the language the authors and their stories or any selection used, be it travel, essay, poetry, or drama. In such situation multiple-choice and True-False items lend themselves very well to dictation. The passages, however, be they from class material or from sight material, must of necessity be rather brief. Even a short paragraph with a few True-False statements can be retained in a student's normal memory span. Multiple-choice items should be a little briefer than True-False ones where the choices are given to the students on mimeographed sheets and much briefer when the choices are dictated as completions immediately following the passage. In the case of dictating the choices in addition to the incomplete passage, it is better for them to be in Spanish also, since the flow of language is not broken from Spanish to English. As an example (again overworking Barac) we have as a completion type of item: *Todas estas mujeres le gustan a Barac, y a todas las quiere . . .* (pause) *dejar* (pause) *seguir* (pause) *vender* (pause). Or even a question with complete answers can be dictated, such as: *¿Qué hacen los diablos en el infierno?* (pause) *Conocen a mujeres.* (pause) *Cuidan a almas.* (pause) *Se parecen a hombres.* (pause). Obviously in dictated items, the student's reading ability is not tested, and therefore we do not have the aforementioned problem of testing memory only. We are transferring his reading comprehension to aural comprehension; hence, his memory of plots and events is truly an asset.

In conclusion we must agree that teaching students to read Spanish, when properly and conscientiously done, is a difficult task, but the building of good, reliable objective tests for reading is still more difficult. Therefore we are constantly in search of better methods and ways of testing the results of all our students' efforts in learning how to get meaning from what he sees printed before him in the foreign language, be it a newspaper, a book, a poem, a set of instructions, a menu, a road sign, or a sign in any store or shop window.

DAVID T. SISTO

University of Texas

Annotated Bibliography of Modern Language Methodology for 1956

Compiled by EVELYN VAN EENENAAM, *Eastern High School, Detroit, Michigan*

"In publishing its annual annotated bibliography the *Modern Language Journal* makes a unique contribution to the study of modern language teaching methods."

JULIO DEL TORO

Former Editor, *Modern Language Journal*

"Ability to read foreign languages is a practical tool of prime importance in the pursuit of advanced knowledge of many kinds. Ability to speak them is an important individual and national asset. But it is primarily on its value as a natural prolongation in time and space of the mother tongue that the study of modern foreign languages must justify itself, in my opinion, as a necessary factor in American education."

HENRY GRATTAN DOYLE

The George Washington University

"Methodology is important because people tend to become not what their objectives are, but what the means they employ give them actual practice in becoming."

WALTER VINCENT KAULFERS

University of Illinois

I WISH to express my appreciation to Mr. J. J. Powels, my principal, who has made it possible for me to pursue timely methods and techniques in the teaching of languages. His constant interest has been a source of inspiration. I also wish to express my appreciation to Professor C. P. Merlino, my chief, for his ready cooperation and confidence in the value of our work; to Professor J. del Toro who was always willing to assist me in my work; to my brother Bill for generously assuming the responsibility of the typing; to my colleague, Assistant Editor D. Vittorini, for briefing one of the articles in Italian. Thanks are also due to the libraries of the University of Detroit, of the University of Michigan, Wayne State University, and the Detroit Public Library.

In a bibliography of this type, it is inevitable that an article here and there may have escaped my attention. I apologize for any omitted author.

Occasionally I have included journals which had some pertinent articles that were hard to classify. I linked them with the problems of the teaching profession. I naturally included other bibliographies because of my faith in their usefulness as working tools for teachers.

Magazines as *Américas*, *Books Abroad*, *Hispanic American Studies*, *International Journal of American Linguistics*, *Institute of International Education News Bulletin*, *Word*, *Lingua*, the many *Newsletters*, prepared by Dr. K. Mildemberger, and the section *For Members Only*, prepared by Dr. Wm. R. Parker for PMLA, contain cultural, bibliographical, and informative material that will enrich any course.

AACB: Association of American Colleges Bulletin (3)
AAUPB: American Association of University Professors Bulletin (1)
AATSEELJ: American Association of Teachers of Slavic and East European Languages Journal (5)

ACLSN: American Council of Learned Societies Newsletter (1)
AERTJ: Association for Education by Radio-Television Journal (1)
AGR: American German Review (3)
ASBJ: American School Board Journal (2)
CH: Clearing House (3)
CJEE: California Journal of Elementary Education (1)
CJSE: California Journal of Secondary Education (4)
CLAJ: Canadian Linguistic Association Journal (1)
CMLR: Canadian Modern Language Review (9)
CU: College and University (1)
CW: Catholic World (1)
E: Education (6)
EF: Educational Forum (2)
EO: Educational Outlook (1)
ER: Educational Record (7)
ESJ: Elementary School Journal (1)
FR: French Review (16)
GQ: German Quarterly (11)
GR: Germania Review (2)
H: Hispania (19)
HE: Higher Education (1)
HP: High Points (10)
I: Italica (4)
JCJ: Junior College Journal (1)
JE: Jewish Education (6)
JEL: Journal of Education (London) (2)
JEM: Journal of Education (Massachusetts) (1)
JHE: Journal of Higher Education (4)
KFLQ: Kentucky Foreign Language Quarterly (2)
MDU: Monatshefte für Deutschen Unterricht (1)
MEJ: Michigan Education Journal (1)
MJE: Minnesota Journal of Education (1)
MLF: Modern Language Forum (6)
MLJ: Modern Language Journal (69)
MLL: Modern Languages (London) (9)
MLN: Modern Language Notes (3)
MLQ: Modern Language Quarterly (1)
MLR: Modern Language Review (3)
NASSPB: National Association of Secondary-School Principals Bulletin (5)
NCAQ: North Central Association Quarterly (3)

NEAJ: National Education Association Journal (4)
 NPT: National Parent Teacher (2)
 NS: Nation's Schools (6)
 OS: Ohio Schools (1)
 PJE: Peabody Journal of Education (2)
 PMLA: Publications of the Modern Language Association of America (7)
 PSJ: Pennsylvania School Journal (2)
 S: Symposium (1)
 SC: School and Community (1)

SE: Social Education (2)
 SL: Student Life (1)
 SLOE: School Life (Office of Education) (2)
 SR: School Review (3)
 SS: School and Society (8)
 TCR: Teachers' College Record (1)
 TEQ: Teacher Education Quarterly (1)
 TO: Texas Outlook (6)
 VJE: Virginia Journal of Education (1)

I. AIMS, OBJECTIVES (5). See also: 6-10, 11-22, 66-104, 168-170, 178-202.

1. Baxter, E. N.: "French for the Small Fry!" PSJ, 105 (Sept. '56), 13-14. The aims, approach (practical), method (aural-oral), objectives, guides, and lesson plans are explained for us. At all times make it fun for your pupils to learn the language!
2. Bridger, David: "Subject Matter and Central Themes of Primary Jewish Education," JE, 27 (Winter 1956-'57), 50-56. It is the purpose of this article to state the objectives and the standards of achievement as prescribed by the curricula of the Hebrew schools for the teaching of the Hebrew language on the primary level. Especially pertinent in the investigation is the discussion as to the methods used.
 "Commission on Research and Service-Panel Discussion—Part VI," NCAQ, XXX (Apr. '56), 360-367.
 "One of the most important activities of the Study

has been the extensive discussion of the aims, nature, and content of college-freshmen-level work in French, German, Latin, Spanish, . . . on the part of a few hundred school and college teachers of these subjects."

4. Jones, Albert R. and Nason, Marshall R.: "Teaching Elementary Foreign Languages," H, XXXIX (Dec. '56), 462-463. This program, the aims, and method are carefully explained. The results have been very encouraging, and much interest from other institutions has already been elicited.
5. Mac Allister, A. T.: "Foreign-Language Aims," SS, 84 (Aug. 4, '56), 44. "I cannot let pass unchallenged a communication, *The Vanity of Some Foreign-Language Objectives* (Nov. 12)." This quotation is explained.

II. ARMY METHOD, ASTP, INTENSIVE METHOD, LINGUISTIC-INFORMANT METHOD, ONE-BOND METHOD (5). See also: 1-5, 11-22, 23-54, 66-104, 178-202, 203-212, 213-219, 220-235.

6. "En Marge," MLL, XXXVII (Sept. '56), 85. The most effective approach to the teaching of modern foreign languages is to make the pupils feel that they are contacting real people and learning a living language. Let us bring the foreign country into the classroom. Let us make certain that the foreign way of life is being presented accurately in fact and in interpretation.
7. Frisbee, J. L.: "Educational Program of the Air Force Academy," HE, XIII (Dec. '56), 60-65. During their senior year all cadets will take a 10 semester-hour conversational course in a foreign language. The language program will start with French, Russian, Spanish.
8. Hoskins, H. B.: "The FSI Revisited," ACLSN, VII (Winter 1956-'57), 14-17. In the past few months great strides have been made in "The New Foreign Service Institute Training Program." A most impor-

tant aspect of the Institute's training is in the area of foreign languages which is explained.

9. Koelle, W.: "The Teaching of English in German High Schools," PMLA, LXXI (Apr. '56), 21-30. English language teaching—its aims, objectives, methods (moderate form of "direct" method is preferred), textbooks, audio-visual aids, syllabus, examinations, training of teachers, etc., in Western Germany are very carefully explained for us.
10. Stockbridge, Geo. R.: "The Direct Method Revisited," MLJ, XL (Nov. '56), 423-424. The writer attempts to point out, in terms of his own experience, "why Johnny cannot speak a foreign language" and how "Johnny can learn to speak a foreign language." Teaching English to a group of Brazilian students in São Paulo, Brazil, via the direct method, was a fascinating adventure in international understanding.

III. AURAL-ORAL, CONVERSATION, PHONETICS, PRONUNCIATION (12).

See also: 1-5, 6-10, 23-54, 66-104, 178-202, 203-212, 213-219, 220-235.

11. Benson, Morton: "The New Soviet Foreign Language Program," MLJ, XL (Apr. '56), 173-174. The general status of foreign language instruction in the Soviet Union is reviewed in order that we may understand the current trends. The new program stresses reading ability, but oral-aural skills must be developed. Audio-visual aids, memorization, dictations and language records are used to improve fluency and comprehension.
12. Dunkel, H. B. and Pillet, R. A.: "The French Program in the University of Chicago Elementary School," ESJ, LVII (Oct. '56), 17-27. An experimental program of foreign-language instruction in Grades III and IV, begun in the University of Chicago in the fall of 1955, is explained. The language is part of the general curriculum for all pupils in each grade, and a rather eclectic aural-oral approach is used.

13. "En Marge," MLL, XXXVII (Mar. '56), 41-42. When modern foreign languages were first introduced into school curricula, the method of teaching was adapted from that used for the classical languages. Today, fortunately, many members of the profession envisage their task as the development of the powers of hearing and speaking the language, before those of reading and writing it. More than this, teachers aim at putting their students in touch with the great minds of foreign culture.
14. Fuentes, I.: "Dictation for Aural Comprehension," HP, XXXVIII (Sept. '56), 22-23. Dictation is a most helpful device for developing aural comprehension of a modern foreign language. A procedure found to be very effective is explained.
15. Haden, E. F.: "The Texas Language Program," PMLA, LXXI (Apr. '56), 14-20. The French, German, and Spanish courses are explained for us. The

oral-aural emphasis has become the established procedure. The audio programs for various courses in different languages are controlled from a single control room. Much choral drilling is done. Tests are designed to measure the oral-aural achievement as well as achievement in the written language.

16. Hayden, Chas. E.: "Aural-Oral Techniques in the Teaching of Foreign Languages," *H*, XXXIX (Dec. '56), 468-469. The writer explains the materials and techniques used in French and Spanish classes at Arlington State College.
17. Keating, L. Clark: "Realistic French," *MLJ*, XL (Dec. '56), 442-443. For several centuries the French people have been accustomed to look to the Academy and its pronouncements as the last word. The purpose of this article is to examine some of the effects of the Academy's influence. All languages change, and if we are to talk in favor of oral practice, we must have a realistic approach.
18. Paratore, Angela: "The English Program for Foreign Students at Indiana University," *MLJ*, XL (Feb. '56), 105-106. Our writer explains generally and specifically the program including materials and methods used for the teaching of English to foreign students at Indiana University. Constant drill is the guiding principle, and oral-aural proficiency is the chief aim.
19. Saxon, Clarice: "Teaching a Boy from China," *TO*, 40 (Oct. '56), 16-17. This is a most interesting account

of the writer's methods used to teach English to Ling, a Chinese student.

20. Senn, Eleanor: "French for Travelers: An Experiment in Conversational French," *MLJ*, XL (Mar. '56), 143-144. The challenge of teaching adequate French material for travel purposes to a heterogeneous group of adults with varying backgrounds of the study of French proved so stimulating an experience that the author decided to record the experiment with the hope that it might benefit others faced with a similar problem.
21. Winkelman, John: "Grammar in the Aural-Oral Language Course," *MLJ*, XL (Apr. '56), 186-189. Our attitude toward grammar must be reexamined since the reading objective is widely supplanted by the goal of active mastery. Students will need more grammatical mastery if grammatical forms are to be used in speech and in writing. The suggestions made here concerning the teaching of grammar pertain to a course that has as its objective the maximum attainable degree of active mastery with emphasis on oral-aural ability.
22. Zeldner, Max. "And It's All in Hebrew," *MLJ*, XL (Feb. '56), 71-75. In various ways explained by our writer there evolved a practical, dynamic and expressive modern Hebrew language in which one can write and talk about everyday experiences.

IV. BIBLIOGRAPHY, REPORTS, STATISTICS, SURVEYS (32).

See also: 6-10, 11-22, 66-104, 178-202, 220-235, 245-251.

23. "Bibliography Americana Germanica, 1955," *AGR*, XXII (Apr.-May '56), 34-39. Here is the fifteenth bibliography on German-American studies under the auspices of the Anglo-German Literary Relations Group of the Modern Language Association of America.
24. Brown, Paul A., et al.: "Bibliography for 1955," *PMLA*, LXXI (Apr. '56), 188-245. This Bibliography will be a great help to teachers of all languages. References on the various languages and literatures are grouped according to languages, and are listed alphabetically by language.
25. Bryant, II, Wm. C.: "English Language Teaching in Japanese Schools," *PMLA*, LXXI (Sept. '56, Part II), 21-48. As teachers of modern foreign languages we will be deeply interested in this article which is a summary of a survey of English language teaching in Japan from 1870 to date.
26. Cox, F. J.: "The Big Red Schoolhouses," *E*, 76 (June, '56), 579-593. This is a report of the Soviet school system which reveals that instruction behind the Iron Curtain is a rational and functional program. The rapid growth of literacy under the Communist regime is partly attributable to the rigorous language requirements in the grade schools as well as the introduction of a nearly perfect phonetic Slavic alphabet for all the tongues spoken in Russia (58 principal languages).
27. Dinin, Samuel: "Issues Facing the Jewish School," *JE*, 26 (Spring 1956), 18-21, et seq. In dealing with some of the critical issues confronting the Jewish school, the writer reexamines the role of language teaching in our schools in the light of the realities to be dealt with and the possibilities that are open to educators in this field.
28. Doyle, Henry G.: "The Modern Foreign Languages: A Chronicle of Achievement," *MLJ*, XL (Oct. '56), 269-296. Mr. Doyle sketches a few milestones in the history of modern foreign language teaching in the United States; the steps leading to the foundation of the National Federation; the numerous activities of the *Modern Language Journal* and of the Federation, and of those who have been affiliated with them for the past forty years.
29. Drazek, S. J.: "Report—The Maryland Overseas Program," *SS*, 83 (Apr. 14, '56), 132-133. The University of Maryland's Overseas Program maintains classes in many fields, including foreign languages, at several Armed Forces Education Centers. The program is operated on an accelerated basis, has received enthusiastic support from various ranking military officials, and has expanded considerably during the past academic year.
30. Ellert, Ernest E. and Lois V.: "Foreign Language Teaching in Europe," *MLJ*, XL (Oct. '56), 346-350. The Ellerts give us this preliminary report on their study of foreign language instruction in various European systems. The report includes elementary school language work, audio-visual aids, work and requirements of the language teacher, special considerations and summary.
31. "Foreign Language Entrance and Degree Requirements," *PMLA*, LXXI (Sept. '56, Part II), 49-70. This is a fourth revision of statistics first published in the Supplement to the Sept. '53 issue of *PMLA*. Almost all of the 969 accredited institutions are listed. The total with some sort of language requirement is 706, or 85.1%.
32. "FL Program," *FR*, XXIX (Jan. '56), 253; (Feb. '56), 336-338; (Apr. '56), 422-423; (May '56), 494-495; (Oct. '56), 67-69; (Dec. '56), 161-163. All language teachers will be interested in the items explained here in regard to a teacher's guide entitled *Beginning French in Grade Three* published by MLA, a report on the UNESCO Conference held at Cincinnati, a report on Teacher Preparation and Certification, a report on Foreign Languages and International Understanding, a report on the Values of Foreign Language Study and Foreign Languages in the Elementary School.
33. "FL Program Policy," *MLF*, XLI (Dec. '56), 121-133. The Steering Committee gives us various statements with the hope that they will be discussed by foreign language teachers at local, state, regional, and national meetings.
34. Gelman, M.: "The Teaching of French in Victoria," *CMLR*, XII (Winter '56), 7-17. The writer, lecturer in Method of Modern Languages, University of Mel-

bourne, comments on the accelerated evolution in our approach to language teaching. He suggests a reason for it which is carefully expanded under various headings that cover the aspects of language teaching in Victoria.

35. "German Literature of the Nineteenth Century, 1830-1880," GR, XXXI (Apr. '56), 115-147. This Current Bibliography covering the year 1954 and dealing with German literature of the nineteenth century was compiled by members of the Research and Bibliography Committee of the German IV Group of the Modern Language Association of America.
36. Grew, James H.: "Another Experiment," FR, XXX (Oct. '56), 41-47. This is a report of the writer's work with a class of beginners, boys at the ages of 15 and 16. One year was spent teaching these boys (as is done at the lower level) without textbooks or homework, without their seeing a word of French.
37. Hesse, Everett W.: "Whither Hispanic Instruction?" H, XXXIX (Mar. '56), 15-23. President Hesse reviews the present status of Hispanic instruction in the United States with the intention of isolating certain major problems in order to view them under the microscope of public scrutiny for an accurate diagnosis of our present plight. Ways and means of seeking a solution for the perplexing problems are suggested.
38. Hilton, J. B.: "Thoughts on Readers," MLL, XXXVII (Mar. '56), 62-63. The writer made a critical study of some thirty to forty French reading books for the use of bright pupils from the second to the fifth year. The results are explained and suggestions made.
39. Husat, Samuel F.: "Reflections on Modern Language Pedagogy," MLJ, XL (May '56), 236-239. This is a panel discussion of three problems: Why study language? Are the modern methods of foreign language-study adequate? If the study of language is not sound in our present day curricula, what recommendations ought to be made to improve the teaching methods and on what level should language study begin?
40. Justman, Joseph and Nass, Martin L.: "The High School Achievement of Pupils Who Were and Were Not Introduced to a Foreign Language in Elementary School," MLJ, XL (Mar. '56), 120-123. This paper reports the findings of a study of the high school achievement of matched pairs of pupils who were and were not introduced to the study of a foreign language in elementary school in New York City. Tables, summary, and conclusions given are most interesting.
41. Lucianai, Vincent: "Bibliography of Italian Studies in America," I, XXXIII (Mar. '56), 69-74; (June '56), 145-149; (Sept. '56), 222-227; (Dec. '56), 295-298. Recent books, several articles (Oct.-Dec. '55); (Jan.-Mar. '56); (Apr.-June '56); (July-Sept. '56), and addenda are briefed. Reviews are listed (1951-1955).
42. MLA FL Steering Committee: "Recent Policy Statements," MLJ, XL (Nov. '56), 409-415. At the meeting on April 28-29, 1956, the Steering Committee addressed itself to the formulation of additional policy statements. These and two other earlier statements are given and explained in this article.
43. Munn, Robert F.: "Foreign Languages and Scientific Research," MLJ, XL (Oct. '56), 356-357. For the purposes of this study, seven key medical journals, (1954) all leading publications in their fields, were selected. At least 1,000 citations from any one journal are used to indicate a steady decline in the use of foreign language sources, titles and journals which is most alarming.
44. Ornstein, Jacob: "Structurally Oriented Texts and Teaching Methods Since World War II: A Survey and Appraisal," MLJ, XL (May '56), 213-222. This article is the history of language teaching methodology of the AATSP and the post-war scene. It discusses the part taken by Georgetown Institute, Cornell, Michigan, Chicago and other leading institutions in this movement; and what the structuralists are contributing to the teaching of languages and literature of methodology. Dr. Ornstein sees the necessity of waiting until we have a sufficiently large program of testing to determine the comparative results achieved by the various methods. This is a very clear and fair presentation of this subject.
45. Ostlund, L. A.: "Report—Recent Developments in Swedish Education," SS, 83 (Apr. 28, '56), 149-151. Many important changes in public-school curriculum and teaching have taken place recently in Sweden. These are explained. Of interest to us are the languages taught. Oral proficiency and practical writing are stressed.
46. Parker, Wm. R.: "The Critical Years: The MODERN LANGUAGE JOURNAL 1916-30," PMLA, LXXI (Sept. '56, Part II), 3-20. Dr. Parker traces the history of the *Modern Language Journal* from its inception through May, 1930.
47. Politzer, Robert L.: "A Brief Classification of the Limits of Translatability," MLJ, XL (Oct. '56), 319-322. It is the purpose of this article to give an outline of the basic principles of translatability as the subject could be approached by the foreign language teacher.
48. Romero, F.: "Academic and Specialized Education on the Secondary Level in Latin America," ER, 37 (Apr. '56), 137-148. This survey is limited to education on the secondary level. The writer mentions only the main aspects and general trends of liberal secondary education as are deduced from the comprehensive Cebollero-Matlowsky report and from research carried out by the writer.
49. Ruffman, Louis L.: "The Survey of Jewish Education in New York City," JE, 27 (Fall 1956), 10-26. The Survey consisted of a group of studies which was quantitative and another which was qualitative. These are carefully explained. The basic findings given reflect the status of Jewish education in New York City.
50. Schwab, Wm.: "Language and Related Problems of Foreign Students," AACB, XXII (May '56), 310-315. Michigan State University recently made a survey to identify certain language and various other problems of foreign students. Questionnaires were sent out. The findings of the survey revealed three areas of concern to students and faculty, and four items of interest to the staff. These are explained.
51. Secor, Walter T.: "Area Study—France: A Plan for a Course in French Area Study," MLJ, XL (Mar. '56), 134-138. It is the purpose of this paper to present a plan for a course in French Area Study containing many units most useful to supplement classroom programs and club programs on both the secondary and college levels. Each unit is carefully explained.
52. Van Eenenaam, Evelyn: "Annotated Bibliography of Modern Language Methodology for 1954," MLJ, XL (Feb. '56), 83-104. The 351 items of this article are divided into twenty-one topical classifications. The 1955 periodicals, with the number of items from each one, are listed with code letters used in the list. At the end an authors' index is given.
53. Wolf, E. M.: "Foreign Languages in American Education," JHE, XXVII (Dec. '56), 485-488, et seq. Our writer reviews the status of modern foreign languages in our schools today and compares it with that in some other countries. "A broad base of linguistic skills is becoming more and more essential for winning cold and hot wars and for winning and keeping the peace."
54. Wooten, F. C. et al.: "Symposium: Education in the Modern World," CJSE, 31 (Nov. '56), 420-439. This symposium includes accounts of "Secondary Education in British Areas," "Secondary Education in France and Western Germany," "Secondary Education in the Arab World."

V. CORE CURRICULUM, CORRELATION, GENERAL EDUCATION, INTEGRATION (7).

See also: 1-5, 23-54, 66-104, 178-202, 213-219.

55. Krebs, R. E.: "Using Special Subject Teachers as Resource People in a Core Program," NASSPB, 40 (May '56), 146-147. An attempt is made to present the ways that special subject teachers are used in a core program which is now in operation on the senior high-school level. This term "special subject teacher" refers to teachers (in a core program) who teach some specific subject area or an elective as art, languages, science, etc.
56. Lowe, R. W.: "An Experiment with French Music," CMLR, XII (Spring '56), 10-12. A very stimulating experience is that of interdepartmental co-operation between languages and music as is explained for us in this article.
57. Lowe, R. W.: "For the Musically-Minded Student," FR, XXIX (Apr. '56), 409-413. Teachers should have little difficulty to convince the musically-minded student that the study of the French language has much to offer that is useful and interesting after reading this list of the better-known writings in French connected with the subject of music, supplemented with a bibliography.
58. Maier, E.: "Language and Geography," E, 77 (Sept. '56), 18-23. Knowledge of the language spoken in the region is indispensable to a true understanding of the cultural landscape. In this article on the role of language in the field of geography, the writer has explained various problems to be considered and the possibilities offered in the analysis of a region—the cultural, historical and political relations among peoples.
59. Powers, Francis F.: "Selected References on Secondary School Instruction," SR, LXIV (Feb. '56), 87-89. In this foreign language section we find that the list includes 1955 (a few 1954) references to monthly features in modern foreign language periodicals. This annotated list includes items on methods of teaching languages, audio-visual materials, languages in the core curriculum, etc.
60. Schlossberg, Harold: "An Integrated Health Education Assembly Program," HP, XXXVIII (Jan. '56), 49-50. Teachers of all languages will enjoy this account of the program which was entertaining and integrated with other subject areas. The theme was the Pan-American Olympic Games, then in progress in Mexico City. The program is explained with the integrating activities.
61. Smith, Paul: "On Teaching a Language," MLJ, XL (Feb. '56), 62-68. What are we trying to teach in our language classes? What are the needs of those who study a language, and how do we attempt to correlate our courses to these needs? Valuable keys to these questions lie in a better understanding of objectives, methods, textbooks, etc.

VI. CURRICULUM PLANNING, ADMINISTRATION (4). See Also: 1-5, 6-10,

11-22, 23-54, 66-104, 105-128, 178-202, 245-252, 252-269.

62. Cambel, A. B.: "On Educating Others," AAUBP, 42 (Autumn '56), 490-494. This article deals with a particular aspect of the challenge to "Educate Others," namely, the role that we teachers and administrators can and should play in the important problem of the adjustment that must be made between the foreign student and the educational institution.
63. Duker, Sam: "An Opportunity for Cooperation," MLJ, XL (Jan. '56), 50. Two recent developments in curricular planning for the modern elementary school are explained. These two new emphases are related and have much to offer each other.
64. Huebener, Theodore: "A New Course of Study in Foreign Languages," HP, XXXVIII (Dec. '56), 24-27. This new Course of Study (grades 8-12) is the result of the cooperative efforts of a committee representing the six languages taught in the city's secondary schools. Dr. Huebener served as chairman of the committee. All new features are explained.
65. Hughes, John P.: "The Administrative Organization of Language Teaching," MLJ, XL (Apr. '56), 178-181. Our writer explains his contention that the language department of today is trying to do two different things which overlap, but which are essentially distinct. Some ideas as to administrative organization in language teaching are proposed with the hope that they will be a valuable contribution to a renaissance in our field.

VII. ELEMENTARY SCHOOL (39). See also: 1-5, 6-10, 11-22, 23-54, 105-128, 178-202, 203-212, 213-219,

220-234, 235-244.

66. "A.A.S.A. Convention Sounds a New Note," NS, 57 (Mar. '56), 70. In the elementary school curriculum there have been changes in content. Foreign language instruction is rapidly being accepted. Dr. Drummond expressed the idea that he would like to see a school teach children a different language—French, Spanish, German, Russian, Urdu, etc.—every year from the third to the eighth grades. The children would learn about the country, customs, and culture of the people whose language they are studying.
67. Adams, L. S. and Bolton, F. E.: "Foreign Language in the Grades?" NEAJ, 45 (Oct. '56), 444-445. Yes, we must have foreign language programs in the grades. Many programs report enthusiastic reception and accomplishment worthy of note. Present day methods of aural-oral instruction are excellent for the young and the old. The expense involved in some areas must be considered.
68. Boutwell, Wm. D.: "What's Happening in Education," NPT, L (Apr. '56), 14. The writer agrees that modern foreign languages could well be taught in the elementary schools in our country, a great world power.
69. Brent, A.: "Modern Languages in Action," SC, XLIII (Dec. '56), 19-20. Dr. Brent describes many of the activities in which the FL Program has been engaged and comments on many more to come. Statements are made regarding the FL Program in the state of Missouri. Constantly educators and the American people are reminded of the opportunities, both cultural and practical, that a knowledge of foreign languages can afford when put to a lively use.
70. Burbank, L. B.: "Education-Danish Style," SE, XX (Apr. '56), 156-160. This is an interesting account of the Danish educational system. Of special interest to us is the time and the effort devoted to the teaching of modern foreign languages. It is the most astonishing part of Danish education.
71. Castiglione, Pierina Borroni: "An Experiment: Teaching Italian at the Elementary School Level," I, XXXIII (Mar. '56), 16-18. In the summer of 1955 at the Italian School of Middlebury College, a special

- three weeks' course for teachers was offered. The main feature was experimenting with a group of children at the elementary school level. The great success of this experiment is due to the outstanding work of Dr. Norma Fornaciari.
72. Combs, S. L.: "Danish Public Education," E, 76 (Feb. '56), 373-379. As language teachers we will be very much interested in the many languages taught and required in the Danish public schools.
 73. Etnire, Elizabeth and Loughridge, Rachel; "Foreign Languages in Elementary Schools," MEJ, XXXIII (Apr. '56), 372-374. The authors trace the growth of the program of foreign languages in the elementary schools since the former U. S. Commissioner of Education, Dr. E. J. McGrath, gave his address at the annual meeting of the Central States Modern Language Teachers' Association in St. Louis, Missouri, May, 1952.
 74. Fife, Austin E.: "A Message from the President of MLASC," MLF, XLI (Dec. '56), 117-120. We are happy to read this message from one of our prominent educators in defense of language study at all levels.
 75. "Foreign Languages in the Elementary Schools," SLOE, 38 (June '56), 14-15. The statistics given regarding the movement afoot in the United States toward the teaching of foreign languages to young children are most gratifying! The data given here include public schools and college demonstration schools, all at the elementary level (kindergarten through grade 6). Foreign-language instruction was given by classroom teachers or visiting language specialists.
 76. "FL Program," PMLA, LXXI (Mar. '56), xi-xx; (Apr. '56), ix-xiv; (June '56), ix-xii; (Sept. '56, Part I), xiv-xxi; (Sept. '56, Part II), xiii-xxiv; (Dec. '56), xi-xvi. In these sections all teachers of modern foreign languages will find many items of interest and value as national contests, vocational opportunities, foreign languages and world trade, the preparation of foreign language teachers, practical linguistics, exchange programs, the value of foreign language study, foreign language teaching, the foreign languages and international understanding, the problem of time in the teaching of foreign languages, audio-visual aids, foreign languages in the elementary schools.
 77. "French and Spanish in Elementary Schools (Picture Story)," VJE, XLIX (Mar. '56), 20. These children have profited from this experimental language program on television in some of the Richmond (Virginia) City schools.
 78. "French in the Elementary School," FR, XXIX May '56), 484-485. This list of materials for classroom use in elementary schools supplements the longer list published in the *French Review*, XXVIII (May, 1955), 538-542.
 79. Geissinger, J. B.: "Foreign Languages in the Elementary Grades," ASBJ, 133 (Aug. '56), 27-29. Since February 1949 the public schools of Somerville, N. J., have had programs of French and Spanish for all students from the third through the eighth grade. It is an integral part of the elementary curriculum. The oral-aural method is used. The program is fully explained. The results are most gratifying.
 80. "German in the Elementary Schools," SS, 83 (June 9, '56), 208. Assistant professor of German, Nora E. Wittman, has been teaching German in the first six grades in the grade schools of St. Marys, Pennsylvania. The program and topics of conversation are explained.
 81. Henning, D. E.: "Summer Workshop for Children," NS, 58 (Oct. '56), 53-56. Mme E. Brush is most enthusiastic about the ability of third graders and also younger children to learn conversational French. This is a most gratifying experience.
 82. Iino, S.: "Problems in the Secondary Schools in Japan," TEQ, XIII (Winter '56), 59-63. Many problems along with that of language teaching are discussed. English is offered in all secondary and higher schools, public and private, with few exceptions where French or German is taught. Practically all Japanese students begin to study English in the 7th grade between 2 and 4 hours a week.
 83. Kahn, Lothar: "Teaching German in the Elementary School: A Short Trial Course," GQ, XXIX (Jan. '56), 25-28. This paper describes briefly the Camp Experiment in teaching German in the elementary school and its results. This is a program for gifted children.
 84. Kirch, Max S.: "At What Age Elementary School Language Teaching?" MLJ, XL (Nov. '56), 399-400. From the author's experience in teaching German, he believes that foreign languages should, if possible, be started in the first grade. Foreign language instruction should be coordinated with the social living program or the social studies. Efforts should be made to prepare elementary school teachers so that they may give the foreign language instruction.
 85. Krauss, P. G.: "Suggested Methods and Materials for Teaching German in Elementary Schools," GQ, XXIX (Nov. '56), 239-250. It was the writer's good fortune to spend the 1954-55 school year in Germany. We have presented here for us the results of the writer's observations and a description of the materials collected, with the hope that they may be most helpful to those considering the teaching of German in an elementary school.
 86. "Language Study in California High Schools," SS, 84 (Aug. 4, '56), 45. In California the study of foreign languages is booming. Statistics gathered by Dr. W. Hand, department of Germanic Languages, University of California at Los Angeles, are quoted to justify the statement.
 87. Larew, Lenor A.: "My Second Grade Taught Me!" H, XXXIX (Mar. '56), 103-104. This is an interesting account of the language experience of the second grade children in the Spring Glen School, Hamden, Conn. Many enriching results of this cultural experience of learning Spanish will always remain with these children.
 88. Lind, Melva: "Living Languages for the Elementary Schools," ER, 37 (Apr. '56), 126-136. Our writer traces the recent interest and growth in the introduction of modern foreign language study in the elementary schools in our country. Children as well as adults play an important part in building the international understanding that today's world needs and seeks.
 89. Lindstrom, Thais: "May Studying Russian Be Child's Play?" AATSEELJ, XIV (June '56), 33-35. This is an interesting account of the writer's gratifying experience of teaching Russian to children aged four and five. The selection and organization of material used followed very closely the principles laid down by Dr. Emile de Sauzé, founder of the Cleveland Plan. However, the entire lesson was not conducted in Russian.
 90. Lobaugh, D.: "Dutch Secondary Schools: Can We Learn From Them?" CH, 31 (Nov. '56), 151-156. Dutch as used in this article applies to the Netherlands. The mastery of languages is an aspect of Holland education that does make a considerable impact on the American teacher. English, French and German are compulsory, in addition to the Holland language. The Hollanders are good linguists, not only because they have a flair for languages, but because they strive for accuracy. Yes, we can learn from them as our writer explains.
 91. Mattison, Helen: "A Fourth Grade Teacher of Spanish Reports," MLJ, XL (May '56), 259-260. This is an interesting account of a teacher whose elementary school children continue their study of Spanish. Excellent suggestions are given.
 92. McGrath, Earl J.: "Editorial—Revival of Interest in

- Foreign Languages," CH, 31 (Dec. '56), 215. Dr. McGrath states various reasons why there now is a revival of interest in foreign languages. The demands for foreign languages in the secondary schools will rapidly multiply in the years to come.
93. Mc Mahon, Dorothy: "Recommendations for a Program of Foreign Language Instruction in California," MLF, XLI (June '56), 35-43. All teachers of modern foreign languages will be interested in this report on the program of foreign language instruction at various levels.
 94. Mildenerberger, K. W.: "Foreign Languages in the Grades," ASBJ, 133 (Oct. '56), 25-26. Dr. Mildenerberger in this excellent report traces the rapid growth of foreign language learning in the grades. He also discusses "Attitudes in Formative Stage," "Two Program Types," "Several Difficulties," "Audio Aids," "A Wholehearted Venture."
 95. Mulhauser, Ruth: "Experiment or Tradition?" MLJ, XL (Dec. '56), 462-464. The writer explains what distinguishes the *Cleveland Plan* from the current FLES movement, how these two ideas have affected each other, and the effect of each on the teachers and on the students.
 96. Ostlund, L. A.: "Musée Pédagogique-France's Educational Service," PJE, 34 (Nov. '56), 171-174. The Musée Pédagogique is the official French center for information regarding primary education. Its departments and services are explained for us. Our writer was privileged to attend in Paris a showing of the teaching of the French language at Tombouya in Equatorial Africa. The approach was graphic.
 97. Parker, Wm. R.: "Foreign Languages in the grades," NPT, L (June '56), 20-22. Foreign languages have been added to the programs of many American elementary schools. This is an exciting subject for many children. Their parents have responded most enthusiastically for they appreciate the value of learning a second language early in life. Have we enough teachers qualified to give this very important and most timely instruction?
 98. Prince, J. Roy: "Teaching Children in a College French Class," MLJ, XL (Apr. '56), 190-194. This is an interesting account of what the writer did in his teaching foreign languages to children including his own, of what was accomplished, of what was observed from this experience.
 99. Rivera, Carlos: "Teaching Conversational Spanish in Grades 1-5 in the El Paso Public Schools," H, XXXIX (Mar. '56), 100-103. The writer explains the conversational Spanish program for children (now 7,682 in grades 1 through 5) in the El Paso Public Schools, the five manuals of materials, aids, and techniques for the teaching of Spanish.
 100. Rubin, S.: "Learning Spanish Can Be Fun," PSJ, 104 (Jan. '56), 182, et seq. The teaching of Spanish was a great motivating factor in understanding our neighbors better in this sixth grade in the Geo. Taylor School, Bristol Township, Pennsylvania. And, what fun it has been to learn to speak Spanish!
 101. Scarangelo, A.: "Public Schools in Japan," NEAJ, 45 (Feb. '56), 87-89. Language study in the schools in Japan is considered very important. English is popular; German and French are also taught. Emphasis has been, unfortunately so, on Japanese-English translation and grammar at the high school level.
 102. Siciliano, Ernest A.: "An Experiment in Elementary Spanish Reading," MLJ, XL (Mar. '56), 151-152. Our writer explains an interesting experiment that he conducted in a five weeks' Summer Session at Boston College. Grammar was taught by the translation method.
 103. Sifert, E. R.: "Enduring Values in Education," NCAQ, XXX (Jan. '56), 267-273. The writer's purpose is to discuss a few enduring values of education as they apply to the secondary schools. One avenue of approach most essential to enduring values of education in international living is through the teaching of foreign languages. This should begin in the elementary schools.
 104. "Teach Foreign Language in Elementary? Viewpoints Differ-Take Your Choice," TO, 40 (Aug. '56), 24. Dr. Wm. E. Hall mentions statements of Dr. H. Kloss and of Carlos Rivera who believe in the "start-them-young-theory," and he also gives some of Dr. Wm. R. Parker's views in regard to foreign language teaching.

VIII. FILMS, RADIO, RECORDINGS, TELEVISION, AUDIO-VISUAL AIDS (24).

See also: 1-5, 66-104, 178-202.

105. Allen, Wm. H.: "Spanish and German by Television," MLJ, XL (Mar. '56), 139-142. Recently the University of Wisconsin Extension Division broadcast two non-credit courses in language instruction over a television station in Madison. This paper summarizes the results of an informal study made of the registrants of the two courses, "Spanish for Travelers" and "Conversational German."
106. Bihl, J. K. L.: "Using a Map," GQ, XXIX (May '56), 172-181. This article contains reflections of one whose long experience with maps has convinced him of their great value as a teaching aid. Have modern foreign language teachers taken advantage of the sound psychology applied when maps are used in the classroom?
107. Borglum, George and Mueller, Theodore: "Addendum to 'Language Laboratory and Target Language,'" FR, XXX (Oct. '56), 58-59. The tabulation of results, given here, for the operation of the writers' language laboratory for the Fall Semester, 1955-56 confirms the general results for the previous one, but it also contains a surprise explained for us.
108. Capretz, Pierre: "Films Documentaires Français," FR, XXIX (Feb. '56), 333-335. The values of these films are explained.
109. Conner, J. D. and Noël, F. W.: "Audio-Visual Aids for Textbooks on Mexico," CJEE, XXIV (Feb. '56), 149-152. Here is an article that deals with the development of supplementary instructional films correlated with a textbook writing project of the California State Curriculum Commission. As a result three books on Mexico for use in the sixth grade were written.
110. Gravit, F. W.: "Some Techniques in Laboratory Teaching," FR, XXX (Dec. '56), 149-154. The writer states some of the ideas of the staff members at Indiana University on techniques in laboratory teaching. This discussion is limited to describing rather factually with what the professors are actually experimenting.
111. Johnson, Laura B.: "Films in Foreign Language Teaching," FR, XXIX (Apr. '56), 414-417. The writer's experience with films has convinced her that in addition to enriching the pupil's background, developing understanding, etc., a film can be one of the best possible tools for learning a language. This is carefully explained.
112. Joliat, Eugène: "Using the Tape Recorder to the Best Advantage," CMLR, XII (Winter '56), 18-22. Using a tape recorder to its very best advantage in language work involves much more than mere recording technique. Our writer explains very carefully how it may do the greatest good to the greatest number of students.
113. McGrath, J.: "Pittsburgh Pupils Have Two Teachers Per Classroom for TV Lessons," NS, 58 (July '56),

- 35-40. Pittsburgh is finding out how effective television can be in teaching basic subjects of the elementary curriculum. One demonstration involves daily teaching of fifth grade reading, arithmetic and French. The aural-oral method is used.
114. Merrill, R. P.: "Revolution in Modern Language Teaching at Bradford," *JCJ*, XXVII (Oct. '56), 93-96. It was apparent that the language program at Bradford would be more effective if the college constructed a language laboratory. This was done and primary emphasis was placed on teaching the student to speak and to understand the language while maintaining the other traditional values of reading and writing.
 115. Mueller, Theodore and Borglum, George: "Language Laboratory and Target Language," *FR*, XXIX (Feb. '56), 322-331. The authors discuss methods calling for the use of the laboratory as compared to all the other methods. It is their opinion that the laboratory method gives students motivation which makes it possible for students to compete. The data given include a comparison between two groups of beginning sections, a "control" section and a "laboratory" section. Cooperative French tests show no loss in reading comprehension as aural-oral teaching received even greater emphasis. It is most gratifying to note the students' conviction that the laboratory is the best place to prepare themselves for their work—positive proof of the effectiveness of the language laboratory.
 116. Murphy, Eugene F.: "French Literature by Television," *MLJ*, XL (Jan. '56), 50-51. It was the writer's pleasant experience to teach this course, "Great French Stories," by television in the summer of 1954 at the Baltimore Junior College. It was a most interesting and gratifying project.
 117. Neumann, Alfred R.: "German on Television in Houston: An Informal Report," *GQ*, XXIX (Nov. '56), 261-267. A more detailed account of this program on the German portion will be of interest to language teachers. Some very important considerations are explained in the light of the Houston situation.
 118. "News and Notes," *GQ*, XXIX (Jan. '56), 46-50; (Mar. '56), 108-113; (May '56), 200-207; (Nov. '56), 271-278. All teachers of German will be interested in the items explained in regard to "Outlines of Programs for the Teaching of German by Television," "Chicago Folk-lore Prize," "MLA Conference on the Preparation of Secondary School Teachers of Modern Foreign Languages," "Audio-Visual Aids," and "German Records."
 119. "New Teaching Films on NATO Peoples," *FR*, XXX (Dec. '56), 158. Teachers of modern foreign languages will find these films most useful.
 120. Randall, E. S.: "The Language Laboratory: A New Tool," *EF*, XX (Mar. '56), 323-328. The writer describes a language laboratory giving facts, figures, and diagrams. He believes that the language laboratory serves to increase the effectiveness of the time our students are with us. It also gives them more time to practice; it adds an element of motivation for the students of today.
 121. Raymond, Joseph: "The 'Memory Trainer' as an Audial Aid in Teaching Language," *H*, XXXIX (Mar. '56), 98-99. An instrument for furthering language skills, the "Memory Trainer" is available at a low cost to the profession. The explanation given is based upon a year of experimentation with this machine in language teaching.
 122. Richards, S. Earle and Appel, Joan E.: "The Effects of Written Words in Beginning Spanish," *MLJ*, XL (Mar. '56), 129-133. The authors discuss the pressing problem in language work of the effect of written words in the early stages of an audio-visual technique. They have set up a carefully controlled experiment to measure this effect. Tables, summary, and discussion of results are most interesting.
 123. Sánchez, José: "Audio-Visual Aids," *MLJ*, XL (May '56), 245-255; (Nov. '56), 416-422. Films, filmstrips, records and tapes, slides and photographs are named and explained. These are arranged alphabetically by countries. Miscellaneous audio-visual materials and sources contain much valuable material. At the end of the article are listed the addresses of distributors of audio-visual aids.
 124. Santosuosso, J. J.: "Time Line," *CMLR*, XII (Summer '56), 18-20. The use of a time-line which is explained here has been very helpful to the writer in explaining the manipulation of the various tenses to high school students. It is employed as an expanding visual aid. This picture method will enliven and improve the teaching of modern foreign languages.
 125. Wass, Glenn: "German by Television," *MLJ*, XL (Dec. '56), 467. This article explains the work of the seventeen-member Committee of the AATG on the first part of a four-point program adopted last year to stimulate and provide materials for German-language instruction via TV.
 126. Wagner, Rudolph F.: "About Lingua-Games," *MLJ*, XL (Apr. '56), 200-201. Any method of teaching languages can gainfully be supplemented by a variety of aids. *Lingua-Games* will provoke an enthusiastic participation on the part of all the members of the class. The condensed version of *Lingua-Games* is explained for us.
 127. Warren, C.: "Schools Now Accept Ed. TV.," *AERTJ*, 15 (Feb. '56), 7-10. Various television programs including those giving language lessons are explained.
 128. Winkelman, John: "The Laboratory Course at Nebraska," *GQ*, XXIX (May '56), 142-153. This article is directed to those who are willing to accept the premise that the first-year German course should embody an objective of rounded language learning and can therefore make practical use of a methodology that results from it.

IX. GENERAL LANGUAGE, AUXILIARY LANGUAGE (3). See also: 1-5, 66-104, 178-202, 220-234.

129. Bohning, Elizabeth E.: "Modern Languages and General Education," *MLJ*, XL (Apr. '56), 195-198. Let us language teachers join forces with our colleagues in art, drama, music, social sciences and in other fields. In this way we will give our students some insight into language as the expression of a way of life. The writer proposes a course for the large number of students who have no special linguistic aptitude. German is used as an example.
130. Levy, Sylvia N.: "The General Language Course at Washington Irving High School," *MLJ*, XL (Apr. '56), 182-185. Some years ago a course in general language was introduced into the foreign language departments in New York City. The best book for the course was "General Language—English and Its Foreign Relations" by Miss Lillie Lindquist. The course explained for us is truly a child-centered course and might well be called general education.
131. Perkins, Merle L.: "General Language Study and the Teaching of Languages," *MLJ*, XL (Mar. '56), 113-119. General language study can well be combined with the teaching of a particular language on the first year level. The writer presents a plan from experience—general language study and French—with the hope that other teachers will favor it and try it.

X. GRAMMAR, COMPOSITION, SYNTAX (17). See also: 1-5, 66-104, 178-202, 220-234, 270-285.

132. Abbott, O. L.: "A Defense of Grammar," MLJ, XL (Oct. '56), 357-358. For many reasons stated the writer defends the need for teaching grammar in our foreign language classes. Grammar is not an end in itself; it is but the means to an end. It is a means which should be used freely and without apology.
133. Belasco, Simon: "The Binary System and the Agreement of the Past Participle in Reflexive Verbs," MLJ, XL (Feb. '56), 80-82. The bipartite or "binary" system is defined as a process of selection which progressively involves one of two alternatives so that every utterance of a given underlying grammatical principle is placed in "only one" of a series of mutually exclusive categories. To illustrate, the agreement of the past participle in reflexive verbs is explained.
134. Bolinger, D. L.: "Stress on Normally Unstressed Elements," H, XXIX (Mar. '56), 105-106. Various examples of stress on the conjunctive pronouns are given and explained. Dr. Bolinger concludes that a contrastive stress on a conjunctive pronoun is normal only in a quotative context.
135. Cuff, Roger P.: "Teaching College Grammar by Induction and Deduction," MLJ, XL (Feb. '56), 76-79. The learner of grammar should sometimes think inductively and sometimes deductively. Some aspects of grammar can be taught more effectively by the one method than by the other. Tables given indicate grammatical topics that are recommended for teaching by the inductive method, the deductive method, and the deductive-inductive-deductive method.
136. Davis, J. Cary: "Old Spanish Fals(s)ar," H, XXXIX (May '56), 208-209. Various meanings for *falsar* (*falsar*, *falsear*), a summary of listings in several standard dictionaries, with examples are given.
137. Hall, Robert A., Jr.: "Il Plurale Italiano in '-a': Un Plurale Mancato?" I, XXXIII (June '56), 140-142. It is generally believed that such cases as *osso-ossa*, *ginocchio-ginocchia* come from attraction by the plural of neuter nouns in Latin: *ossa*, *genua*. Dr. Hall suggests the theory of what he calls *duale* or plural of nouns indicating the idea of two, such as *braccia* (two arms), *lenzuola* (two sheets), *labbra* (two lips). Other nouns with a plural in *a* would have followed suit with these "dual" nouns.
138. Hatcher, Anna G.: "On the Inverted Object in Spanish," MLN, LXXI (May '56), 362-373. In this article the writer offers a new classification of the object, first in formal terms, then in terms of meaning. On both levels the treatment is not conclusive. Her aim is to call attention to a few salient characteristics of OV that have not been pointed out.
139. Kendris, Christopher: "Voilà and Il y a" MLJ, XL (Dec. '56), 466. The key to the explanation is found in the word *there*, an expletive and an adverb in English grammar. If *there* can be omitted without altering the meaning of the sentence, use *il y a*; if not, use *voilà*.
140. Klinck, G. A.: "Those Demonstrative Pronouns," CMLR, XII (Spring '56), 19. This is a "Suggested Blackboard Outline" that will be very useful to teachers of French.
141. Maher, G. B.: "Those Irregular Verbs," CMLR, XII (Summer '56), 21-22. The method of dealing with this problem will be of use to many teachers. It was fostered and encouraged by Dr. Émile B. de Sauzé.
142. "Miscellaneous Notes," MLR, LI (Jan. '56), 80-81; (Oct. '56), 570-572. All teachers of German will be interested in these notes by Koziol, H.: "Remarks on Some English Loanwords in German," and by Spalding, K.: "Lichtenberg's Use of 'heim-' Compounds."
143. Resnick, S.: "Gender Inconsistencies in Romance Cognates," HP, XXXVIII (Dec. '56), 59-62. This study is an outgrowth of the writer's brief article on "Gender Inconsistencies in Spanish-Portuguese Cognates," *Hispania*, Feb. '53. The present study includes seventy-eight sets of cognate words in the four major Romance languages, arranged alphabetically according to the French Word.
144. Stageberg, Norman C.: "Pidgin French Grammar: A Sketch," MLJ, XL (Apr. '56), 167-169. It is the purpose of this sketch to describe briefly the main grammatical features of Pidgin French as it is spoken at Haiphong. It was here that the writer was stationed during World War II. The informants were two Europeans and a number of natives.
145. Ulvestad, Bjarne: "A Note on Object Clauses without 'daß' after Negative Governing Verbs," MDU, XLVIII (Oct. '56), 273-276. It is the purpose of this article to demonstrate that a previous conclusion was erroneous. Besides, an attempt is made to establish the possible origin of the misconception on the part of outstanding scholars named in this study.
146. Ulvestad, Bjarne: "Statistics in Syntactical Description of German," MLQ, XVII (Dec. '56), 318-325. The writer defines the two words, *langue* and *parole*, in the system of linguistic regularities. Then he discusses some corollaries of the theory he has stated which he hopes will be of immediate interest to many teachers of modern foreign languages, particularly of German.
147. Winkelman, John: "A Descriptive Approach to Adjective Inflection," MLJ, XL (Oct. '56), 355-356. To help students of German in their study of adjective endings, the writer has prepared a chart which he distributes to his beginning classes. The simplified chart is here presented and is self-explanatory.
148. Woledge, B.: "The Plural of the Indefinite Article in Old French," MLR, LI (Jan. '56), 17-32. In these notes the writer discusses the idiom in which the article itself is in the plural. It is an idiom that receives passing mention in most historical grammars, but our writer believes it deserves more detailed study. Most of the Old French examples noted can be classified under the six headings suggested by Professor McClean (MLR, XLVIII, 33-38), and each of these types in turn is mentioned.

XI. INTERNATIONAL RELATIONS, EUROPEAN RELATIONS, LATIN-AMERICAN RELATIONS, PUBLIC RELATIONS, THE WAR, THE POST-WAR (19). See also: 66-104, 178-202.

149. "Atlantic Community," SLOE, 39 (Dec. '56), 15. The countries of the North Atlantic Treaty Organization sponsored a study conference on the role of the school in the Atlantic Community and explain the role that schools play in solving international problems.
150. Bragdon, H. D.: "The Responsibility of Higher Education for Helping Develop International Understanding," ER, 37 (Jan. '56), 65-66. Several considerations discussed are of great interest to us, such as "Special Attention to the Teaching of Foreign Languages" and others in developing international understanding so necessary in this shrinking world of today.
151. Branscomb, H.: "The Responsibility of Higher Education for Helping to Develop International Understanding: A Symposium," ER, 37 (Apr. '56), 106-107. Our country is involved in programs of all kinds to further international understanding. These are explained. Knowledge grows to best advantage by the stimulating contact of many minds which speak in many languages.

152. Brugger, A. T. and Atkinson, B. H.: "Cherchez les Différences," JHE, XXVII (June '56), 297-300. The authors give us an excellent check list for at least one aspect of the program of the adviser of foreign students. Bringing people together is not sufficient for the promotion of better international understanding.
153. Brummett, B. G.: "Sofia Loses Her Sunburn," TO, 40 (Dec. '56), 14-15. All teachers of languages will enjoy reading this account which happens over and over again in many a classroom. The writer handled this situation excellently and furthered international understanding.
154. Foster, M. M.: "Why Can't We Dream?" HP, XXXVIII (Dec. '56), 58. All teachers of modern foreign languages will agree with the writer who wonders why we cannot take a step forward to build a bilingual city population, and bring greater understanding between ourselves and our Latin-American neighbors.
155. Hall, R. D.: "Army Schools Make Friends in Germany," SE, XX (Mar. '56), 123-124. This is a most interesting account of a few of the activities carried out in one school system in Frankfurt, Germany, during the 1954-55 school year. These activities do play an important role in promoting better understanding between our country and Germany.
156. Holden, John T.: "Other Exchange Programs at the Higher Educational Level," ER, 37 (Apr. '56), 114-118. Numerous exchange programs (1945 to date) at the higher educational level to further international understanding are explained for us.
157. Johnston, M. C.: "How Can Modern Language Teaching Promote International Understanding?" NASSPB, 40 (Dec. '56), 70-85. All teachers of modern foreign languages will be interested in this report.
158. Jonté, G. E.: "Toujours Reconnaissante," NEAJ, 45 (Sept. '56), 358-359. All teachers of modern foreign languages will read with interest this account of the writer's international assignment.
159. Keohane, R. E.: "Toward Understanding International Realities," SR, LXIV (Nov. '56), 337-344. All teachers of modern foreign languages will be deeply interested in and profit from Dr. Keohane's discussion of the many realities we must understand internationally.
160. Koenig, C. H.: "Travel-Study Abroad," CU, XXI (Spring '56), 336-349. Our writer examines some of the most important projects that have been developed for the migration of students from the United States to other countries for furthering the objective of international understanding.
161. Merrifield, C. W.: "Welcome, Stranger," ER, 37 (Oct. '56), 326-335. Many emerging problems in the introduction of international visitors to the United States are discussed for us.
162. "NASC Goes to Europe," SL, XXIII (Dec. '56), 3-23. Many students in this NASC European Tour for International Understanding share their experiences with other students by writing these short accounts of life in the countries visited.
163. Sifert, E. R.: "Education in a Freeing World," NCAQ, XXX (Apr. '56), 344-347. "In numerous schools, both elementary and secondary,—multiple language ability takes on a new significance. In these respects, the achievements of the Army dependents' schools have demonstrated the multiple potentials of international relations."
164. Waterman, John T.: "The Preterite and Perfect Tenses in German: A Study in Functional Determinants," GR, XXXI (Apr. '56), 104-114. One complex problem of German syntax centers on the choice of a preterite or a present perfect tense for indicating past time. This is carefully explained.
165. Wilson, H. E.: "What Institutions of Higher Education Are Doing in Their Teaching and Activity Programs," ER, 37 (Apr. '56), 107-111. International interests in our country have not been overlooked by the schools of today. These are explained in detail. The pattern of language study has been changed from a dainty accomplishment in a most useful communication tool.
166. Woods, B. G.: "Toward Better International Understanding," NASSPB, 40 (Nov. '56), 60-65. Many suggestions are given as to how we as teachers may help in this most essential key to world peace.
167. Young, Herrick B.: "Western College Summer Seminars Abroad," AACB, XLII (May '56), 293-297. A unique feature of the international emphasis is the summer travel seminar to learn about the different parts of the world. At Western College for Women a different geographic area is studied each year. A few are explained in this article.

XII. LESSON PLANNING (3). See also: 1-5, 6-10, 11-22, 66-104, 178-202, 203-212.

168. "English Without Tears in Paris," SS, 84 (Aug. 4, '56), 45-46. English lessons are a highlight for many school children in Paris. The approach to language teaching is explained for us.
169. Fearnside, W. W.: "Must Language Learning Frustrate?" EF, XX (Mar. '56), 355-360. Language learning should not frustrate as it sometimes does. Much constructive material is presented with the hope that fewer students will tire and give up the struggle of learning a language.
170. Kaulfers, Walter V.: "Foreign Languages for the Exceptional Child," MLF, XLI (Dec. '56), 112-116. The solution, often proposed, to group students into separate classes according to language-learning ability has not proved too effective for reasons explained for us. Following these considerations, Dr. Kaulfers offers several recommendations regarding the accommodation of exceptional students.

XIII. MISCELLANEOUS, LEGISLATION (7). See also: 55-61, 62-65.

171. Chari, A.: "Reorganizing Primary and Secondary Education in India," E, 76 (Feb. '56), 341-346. Since the advent of its independence India has had to undertake the problem of educational reconstruction. Of special interest to all of us language teachers is the section entitled "Languages."
172. Funke, E.: "Translingua Script: A Code of Interlinguistic Communication," MLL, XXXVII (Mar. '56), 69-70. The writer has tried to work out the fundamentals of a useful international code. Its name, *Translingua Script*, stresses its international character and its function as a tool of written interlinguistic communication. This is illustrated.
173. Harris, Julian: "An Editorial," FR, XXX (Oct. '56), 64-66. Dr. Harris, comments on the appearance and quality of the *French Review*, the work of the FL Program of the MLA, the necessity of working together as language teachers on all problems in the teaching of modern foreign languages.
174. Miller, K. C.: "Quo Vadis?" MLJ, XL (Jan. '56), 34-38. For some time it has been *Quo Vadis* everything except a knowledge of the "un-movie" meaning of the term. Our writer presents a *Quo Vadis* article of many things which are of great concern to many Americans.
175. Palmer, Thos. W., Jr.: "An Area Approach for the Language Professor," MLJ, XL (Jan. '56), 31-33. It is a most difficult problem in education to impart to a

group of students a realistic understanding of an area of the world foreign to them. The suggestions offered are "food for thought" given by a history-area teacher who hopes to provoke comments from language instructors.

176. Pei, Mario A.: "The International Prestige of French," FR, XXX (Oct. '56), 62-63. Dr. Pei quotes figures to prove the traditional cultural appeal for the study of French.

XIV. MODERN LANGUAGE STUDY (25). See also: 1-5, 6-10, 11-22, 23-54, 55-61, 66-104, 105-128, 203-212, 213-219, 220-234, 235-244, 270-285.

178. Angeles, Philip: "The Three H's: Humanity, Humor, Humility," KFLQ, III (No. 2, '56), 53-58. We must train our students to be well-rounded citizens of the world in which they live. Today more than ever in this rapidly shrinking world, America needs many citizens imbued with enriching experiences that other linguistic systems and cultures can bring to our own language and culture.
179. Brereton, G.: "Poetry in Modern Language Studies," MLL, XXXVII (Dec. '56), 142-148. In modern language studies the place of poetry is, or should be, central in any serious course. This is explained and examples are given. Methods and approaches are suggested.
180. Cioffari, Vincenzo: "The Role of the Modern Foreign Languages in Our Schools," MLJ, XL (Oct. '56), 302-306. Our writer has proved that it is time for our educational system to establish the study of foreign languages at all levels as an integral part of the curriculum. We must learn to consider languages as an imperative for international relations and national security. A knowledge of foreign languages is a necessity; it is not an intellectual luxury. We language teachers must work together to convince civic and educational leaders that a well-planned program of language study is a must at all levels.
181. Cumming, H.: "Modern Languages in Technical Education," MLL, XXXVII (Mar. '56), 52-53. In Technical Schools and Colleges there is great variation in conditions, curricula and type of student. There is little difference in the methods of teaching French between the Technical Schools and the Grammar Schools. Methods used for the Day-students and for the Evening College students are explained.
182. "Educational News and Editorial Comment-College Study in High School," SR, LXIV (Dec. '56), 386-388. This program, explained for us, includes courses in 12 fields including 4 languages.
183. Fizer, John: "In Defense of American Slavic Studies," AATSEELJ, XIV (Dec. 15, '56), 106-111. The writer refers to an article *The Study of Russia in the USA* by Mr. Joseph S. Roucek, and he examines some of Mr. Roucek's statements and portrays the true state of affairs.
184. Fulton, Renée J.: "Languages for Modern Times," NEAJ, 45 (Apr. '56), 210-211. Our schools must recognize a greater need for teaching foreign languages. Our circle of interest must be enlarged to include an understanding of the people in all parts of the world. Questions to be used as a guide will help gauge the level of modern-language teaching in any school.
185. Gatenby, E. V.: "The Natural Process of Language Learning," AATSEELJ, XIV (June '56), 36-43. I quote Editor Claude P. Lemieux, "The following article is reprinted with permission from *FL Bulletin No. 44*. It is a summary of the late E. V. Gatenby's views on language learning. At the same time it parallels the best contemporary thinking on the subject of language teaching."
186. Haq, Abdul A. F. M.: "A Peep into Education in Pakistan," E, 76 (Feb. '56), 352-359. In Pakistan the medium of instruction up to the higher education stage is the mother tongue of the pupils, but in the

177. Van Eerde, John: "Chappuzeau and a Matter of Language," MLJ, XL (Oct. '56), 358-359. Too often teachers of languages are inclined to consider language and literature courses as entirely separate aspects of pedagogy. An instructive passage in seventeenth century French comedy quoted reminds us that there are moments in literature when the matter of language may assume aesthetic and historical importance.

- colleges and universities it is English. Pakistani students have to learn several languages.
187. Huebener, Theodore: "Enrollments in Foreign Languages—October, 1956," HP, XXXVIII (Nov. '56), 57. All teachers of modern foreign languages will be much interested in this report from Dr. Huebener, Director of Foreign Languages in the Schools of the City of New York. The report shows both gain or loss in languages in senior high schools, junior high schools, vocational schools, and evening schools.
188. Kaulfers, Walter V.: "Earmarks of a Good Foreign Language Program," CJSE, 31 (Jan. '56), 4-13. "What is a good foreign language program?" "A good foreign language program is one that yields many more satisfactions than dissatisfactions to students and teachers," says Dr. Kaulfers. It is not his aim to define the ideal program for all time but to explore the criteria for a good foreign language program for our day. Four criteria are listed and explained to help make a program good to the extent to which they are met.
189. Lapson, Judah: "New Challenges Facing Hebrew in the Public Schools," JE, 27 (Fall 1956), 38-42, et seq. This review of the changes to be faced now helps clarify some problems as to the place and the importance of Hebrew and other foreign languages in the public schools today.
190. Lord Harvey: "The Twilight of the Classics," MLL, XXXVII (Mar. '56), 44-49. Lord Harvey discusses the value of a classical background as an approach to the problems of our modern life and of the possibility of the teaching of modern languages. The methods used must be very different from those of the classical masters. The writer then considers the international aspect—the necessity of learning modern foreign languages if nations are to understand one another. Various challenges to teachers of languages conclude the article.
191. Mackey, Wm. F.: "Toward a Redefinition of Bilingualism," CLAJ, 2 (Mar. '56), 4-11. The writer points out that there is much more to bilingualism than the equal mastery of two languages, and he suggests how a re-definition could lead to a systematic classification of the complexities involved in the use of two or more languages.
192. McIntyre, M. E.: "Current Materials and Events in Foreign Language Teaching," CJSE, 31 (Nov. '56), 409-414. The writer names and explains some materials available for modern foreign language teaching at all levels.
193. Peyre, Henri: "The Need for Language Study in America Today," MLJ, XL (Oct. '56), 323-334. At the request of many, our writer states his reasons candidly for more language study in America today. As he points out, America needs languages more than ever today. All language teachers must influence colleagues, parents and friends to the value of language study.
194. Potter, W. N.: "Better Schools in the New Syria," E, 76 (Feb. '56), 367-372. Of special interest to us is the section entitled "Educational Ladder" which brings us to a special feature of Syrian education and culture—the attitude toward the languages. The educated

- Arab believes that he must gain a fluent use of at least one, and possibly two or three, foreign languages.
195. Quillen, I. J.: "Priorities in the Educational Program," TCR, 57 (Mar. '56), 404-409. In the area of basic skills, high priority in the educational program needs to be given to the speaking of foreign languages as well as other items named. If America is to fulfill its role of leadership in this interdependent world, the schools must give much more attention to foreign language instruction.
 196. Rojas, C. A.: "Uncle Sam and Foreign Languages," CJSE, 31 (Apr. '56), 190-193. "Dr. Rojas of Fresno State College firmly believes that all high school youth would profit from the study of foreign languages. He speaks out of his thirty years of experience in high school and college teaching. All teachers and administrators will be interested in the case he makes for language teaching."
 197. Thompson, N.: "Specialization in School (II), JEL, 88 (May '56), 198-200. This is an inquiry into the amount of specialization in Science Sixth Form. Questionnaires were given to many students. Tables give interesting data. Modern foreign languages take their place among the various subjects listed.
 198. Walker, M. J.: "Education Toward the Universal Mind," JHE, XXVII (Jan. '56), 17-20, et seq. The writer points out the many values to education of the study of a foreign language as well as values of other courses which assist toward the development of the universal mind.
 199. Walsh, D. C.: "MLA Foreign Language Program," H, XXXIX (Mar. '56), 109-111; (May '56), 210-213; (Sept. '56), 335-344; (Dec. '56), 472-474. Editor Walsh reviews the language situation in the United States giving percentages regarding modern foreign language enrollments and high schools that offer foreign language study. Besides this we are given the summary report on the "Preparation of Secondary School Teachers of Modern Foreign Languages," items regarding the value of foreign language study, regarding languages and international understanding, audio-visual aids, and many other items of interest.
 200. Welty, John A.: "Is It What Parents Expect?" TO, 40 (Feb. '56), 18-19. Here are some interesting and significant responses received in a cross-section poll of Harlingen parents, especially the 114 in favor of foreign languages versus 27 against them.
 201. Wood, Ralph C.: "On the Record," AGR, XXII (June-July '56), 3. A civilized man will be able to make himself at home in America or in Europe if he learns the language (even a smattering of regional speech) of the country. Learning the language is an excellent way to make a suave expert out of a prejudiced provincial.
 202. Zeldner, Max: "Why I Study Hebrew," HP, XXXVIII (May '56), 71-76. This question was asked of several hundred high school students studying Hebrew from the first to the third year. The answers received are arranged in decreasing order of frequency. They are very revealing, interesting, odd, and droll. This same question was put before the students in several adult classes in evening centers. The answers, on a different level, are most significant.

XV. MOTIVATION, STIMULATION (10). See also: 1-5, 55-61, 66-104, 105-128, 178-202, 213-219, 220-234, 235-244.

203. "A Challenge for Each Pupil," TO, 40 (Nov. '56), 24-27. The goal set for the schools of the Houston ISD by its Board of Education and administrative staff is an instructional program that challenges every pupil to work at maximum capacity. Attempts are being made to re-develop enrollments in the academic subjects including foreign languages.
204. Bégué, Armand: "National Information Bureau News," FR, XXIX (Jan. '56), 277-279; (Feb. '56), 377-380; (Apr. '56), 445-446; (May '56) 515-516; (Oct. '56), 109-112. All teachers of French will be interested in the many items explained here.
205. Chang-Rodriguez, Eugenio and Gathercole, Patricia M.: "The Foreign Language Houses at the University of Washington," MLJ, XL (Apr. '56), 199-200. During the summer at the University of Washington, *La Maison Française* and *La Casa Hispana* provide the best possible substitute for study in foreign countries. The French and Spanish programs are outlined for us.
206. Foley, Louis: "The Story of a Stamp; A Lesson in Interculture," MLJ, XL (Oct. '56), 351-353. Our writer considers briefly three words; *defense*, *postage*, and *cent* in his story of a stamp. These words and others are reminders of long chapters of history which will enrich any language course.
207. Moore, J. Michael: "A Field-Trip on Board a Foreign Vessel," MLJ, XL (Nov. '56), 424-425. The pedagogical value of a field trip on board a foreign vessel (North American ports of call are listed) is manifold. The author's experience in San Diego will be of interest to all teachers of foreign languages. Visiting a foreign vessel has a tremendous propaganda value for the study of languages and foreign cultures.
208. "News and Comment," AGR, XXII (Feb.-Mar. '56), 34-35; (Apr.-May '56), 32-33; (June-July '56), 33-35; (Aug.-Sept. '56), 35-37; (Oct.-Nov. '56), 34-35; (Dec. '56-Jan. '57), 34-36. All teachers of German will be deeply interested in the various items explained here.
209. Olsen, O. T.: "We Must Understand Our World Neighbors," MJE, XXXVI (Apr. '56), 28-29. As the world rapidly becomes smaller, understanding the people of the world becomes more essential and most imperative. "Here Are Some Things You Can Do" will be of great help.
210. "Professional Notes," MLF, XLI (June '56), 44-52; (Dec. '56), 134-144. As teachers of modern foreign languages we will be deeply interested in the many items explained here.
211. Reichert, Herbert W.: "Hints on Producing a Foreign Language Play," GQ, XXIX (May '56), 124-130. Great is the pedagogic value of producing foreign language plays. Possibly our inexperience makes the venture questionable. Here are important hints derived from the writer's experience in the past ten years.
212. Smith, A. and Osgood, C.: "Germany—Our New Ally," OS, XXXIV (Dec. '56), 24-25; All teachers of German will enjoy this account of the student-made (sixth graders) frieze which gives representation to many of Germany's contributions to the world.

XVI. PSYCHOLOGY OF LEARNING, TECHNIQUES OF INSTRUCTION (7).

See also: 1-5, 6-10, 11-22, 66-104, 178-202.

213. Mc Cloy, C. H.: "Adult Adventures with Modern Languages," MLJ, XL (Apr. '56), 170-172. As a result of many personal experiences with modern languages, the writer gives several suggestions that he thinks should be considered by all teachers of modern languages.
214. McWilliams, E. M.: "Enrichment Practices for Gifted Junior High School Pupils," NASSPB, 40 (Sept. '56), 72-81. The most common type of special class for gifted pupils in grades seven and eight is one in a modern foreign language. Many programs are explained.

215. Nelson, N.: "The Bilingual Child," HP, XXXVIII (Sept. '56), 8-11. Bilingualism is defined. Bilingualism and mental development, claims and counterclaims are explained. The writer believes that there is little positive evidence to show that bilingualism has any adverse effects on mental development.
216. Report: "The Rapid Learner in Our High Schools," HP, XXXVIII (Feb. '56), 5-36. The New York City school system has long been aware of the problem of the rapid learner. The committee directed its study to some problems explained, sent a detailed questionnaire to each of the fifty-five academic high schools. All teachers of modern foreign languages will be interested in the extent of special-class organization for rapid learners shown in the Table.
217. Schissler, D. and Haig, E.: "Helpful Hints," CMLR, XII (Spring '56), 16-17. All teachers of French will find these hints a great help in their language teaching.
218. Singer, Harry: "Bilingualism and Elementary Education," MLJ, XL (Dec. '56), 444-458. In this article the literature has been organized under the following topics: the meaning of bilingualism, language proficiency of bilinguals, mental development of bilinguals, school achievement and bilingualism, emotional adjustment and bilingualism, and age of beginning a foreign language. These categories do overlap, but this separation serves to clarify some dominant aspects of the bilingualism problem.
219. Waterman, John T.: "Linguistics for the Language Teacher," MLF, XLI (June '56), 9-16. It is the purpose of this article to single out from the vast spectrum of linguistic science various features that can be of great help to the language teacher in both an immediate and a practical way.

VII. READING, MATERIALS, METHODS, VALUES (15).

See also: 6-10, 11-22, 66-104, 178-202, 203-212.

220. Blow, M.: "French in Secondary Modern Schools," MLL, XXXVII (Dec. '56), 148-151. The writer explains various methods in the teaching of French and gives many suggestions for making the work enjoyable and profitable. French is worthwhile in a Secondary Modern school's curriculum as is indicated here.
221. Brunner, Ingrid: "On Language Teaching—How and Why," HP, XXXVIII (Jan. '56), 76-78. The writer discusses some former and present methods of language teaching, and the necessity and tendency to sell language study.
222. Chambers, Frank M.: "You and Your Modern Language Textbooks," MLJ, XL (Nov. '56), 377-384. Why our textbooks are what they are, and why some kinds of textbooks are economically difficult or impossible to produce are subjects treated in this article. In addition, a few ways in which teachers and publishers can work together to bring out better books than those we have today are suggested.
223. Domar, Rebecca A.: "The Basic Principles of an Elementary Russian Textbook," MLJ, XL (Mar. '56), 124-126. Our writer has confined himself to discuss only the basic principles of an elementary Russian textbook. The main point of the plan is a textbook of two parts of equal length, each part for one semester. The material for each part, and the advantages of the plan as a whole are carefully explained.
224. French, Lt. R. D.: "Translations and the Auto-didact," AATSEELJ, XIV (Dec. 15, '56), 102-103. How is a young naval officer to choose the best reading program? Many suggestions are offered. It is good if a student is already familiar with an English translation of a good piece of writing in the foreign language. He will then profit from reading it in its original form.
225. Hill, Archibald A.: "Language Analysis and Language Teaching," MLJ, XL (Oct. '56), 335-345. Language teachers realize their important task of training students to manipulate a set of sound symbols. Sound and speech must be clearly presented, and teachers must examine textbooks to see how well they present the sounds. Rules by which a textbook can be judged and methods of teaching are very carefully explained.
226. L. S. R.: "Qu'il récite scrupuleusement le beau ramage!" FR, XXIX (Jan. '56), 252. The method of teaching modern languages given by Alain in one of his "Propos" is explained. Some important considerations are called to our attention.
227. Mc Spadden, Geo. E.: "Recent Spanish Dictionaries for Teachers and Students," H, XXXIX (May '56), 175-181. Dr. Mc Spadden discusses some problems of dictionary making, and he evaluates some of the best recent Spanish dictionaries for the teacher and student. This is a very clear, fair, and thorough discussion and evaluation by Dr. Mc Spadden.
228. Myron, Herbert B., Jr.: "The Methods Course Modernized," MLJ, XL (Apr. '56), 161-166. How can modern foreign languages be taught that they justify their position in today's educational curriculum? Now is the time to seek this answer and solutions to other problems by surveying our entire modern foreign language program which is done for us.
229. Parker, B. N.: "Modern Languages: Observations on Ministry of Education Pamphlet, No. 29," MLL, XXXVII (Dec. '56), 155-160. All teachers of modern foreign languages will be deeply interested in this article which explains many sections of the *Pamphlet, No. 29*. Of particular interest to us is the discussion of various methods used in the teaching of modern languages.
230. Penzoldt, Peter: "The Dictionary in First and Second Year German," GQ, XXIX (Mar. '56), 75-79. It is necessary to teach the student in time how to use his dictionary, a good medium-sized one. Two very desirable features are explained.
231. Pfeffer, J. Alan: "Bilingual Lexicography," MLJ, XL (Mar. '56) 127-128. Our writer comments on Kurt Keppler's recent articles in the *German Quarterly* in which he calls the lexicographer's attention to a number of inaccuracies that persist in many of the German-English dictionaries now in use.
232. Spaulding, Seth: "A Spanish Readability Formula," MLJ, XL (Dec. '56), 433-441. Some time ago the writer carried on a research project from which came a Readability Formula. This, by a simple measure of vocabulary and sentence structure, accurately predicts the relative difficulty of reading material. The construction of the formula and how to use it are explained, and a density word list is given.
233. Sullivan, H. B. and Tolman, L. E.: "A Selected Booklist," JEM, 139 (Dec. '56), 9-103. This is a valuable annotated booklist classified under vocabulary level (grades 1-7) and subject headings. "Stories Set in Foreign Lands" will enrich any course in modern foreign languages.
234. Walker, L. J.: "Students Need to be Bilingual," CH, 30 (May '56), 554-555. Learning a language can be fun and very practical. Various methods are explained for us. A true understanding of other people is impossible without some knowledge of their languages. Will America maintain her position of leadership if we educators fail to emphasize the importance of the ability to speak fluently and write correctly at least one language besides our native tongue?

XVIII. REALIA, ACTIVITIES, CIVILIZATION, CLUBS, SOCIALIZATION (10).

See also: 1-5, 6-10, 11-22, 66-104, 105-128, 178-202, 203-212, 220-234.

235. Houk, R. J.: "Area Study of the Iberian Peninsula," JHE, XXVII (Feb. '56), 92-95. The writer is convinced that this comprehensive study of the Iberian countries has great value for all Americans. He sincerely hopes that the nation's educators will make possible the study of other significant areas.
236. Johnston, M. C.: "Teaching Aids," H, XXXIX (May '56), 249-254; (Sept. '56), 385-389. All teachers of Spanish will find these "Teaching Aids" most helpful. Many valuable suggestions are given in this section conducted by Dr. Johnston.
237. Morgan, B. Q.: "What Is Translation For?" S, X Fall '56), 322-328. The purpose of translation is to broaden our horizons, increase our knowledge of peoples of other lands, and deepen our understanding of the globe on which we live. This can be done by reading in translation what some intelligent member has put in writing with forcefulness and skill.
238. Nostrand, Howard L.: "On Teaching a Foreign Culture," MLJ, XL (Oct. '56), 297-301. We teachers of foreign languages and literatures must also teach a foreign culture; we need an understanding of the foreign culture and of our own. To realize this, we are to cultivate an interdisciplinary aspect of the humanities.
239. "Notes," AATSEELJ, XIV (Mar. 15, '56), 30-31; (June 15, '56), 61-64; (Sept. 15, '56), 86-91. All teachers of Slavic and East European languages will be deeply interested in the many items explained in this section.
240. Roving Reporter: "Games Help Pupils Learn Spanish," NS, 57 (May '56), 12. All teachers of Spanish will enjoy this account. At Shore Junior High School, Euclid, Ohio, the pupils play a variety of Spanish word games which are explained here.
241. Roving Reporter: "Spanish Club Goes Mexican," NS, 58 (Aug. '56), 12. This is an interesting account of one activity of the Spanish Club of Washington High School at Bethel, Kansas. These students had a 14 day trip to Mexico at an amazingly small sum of money.
242. Whitcomb, M.: "The Adolescent in Israel," NS, 58 (Nov. '56), 55-59. All teachers of languages will enjoy this interesting account of teaching the language and customs, games and hobbies to the oncoming waves of new immigrants which gives a sense of mission to "The Adolescent in Israel."
243. Williamson, Edward: "No Language Without Letters," I, XXXIII (Mar. '56), 8-15. Courses on geography and history of Italy are necessary parts in the learning process. However, the psychological character which is distinctively Italian can best be grasped by first-hand contact truly felt and written in Italian. Besides developing this argument, the writer explains 3 objections that to him seem misconceptions of the role of literature in language study.
244. Woolley, Grange: "Some Cultural Aspects of Foreign Language Study," AACB, XLII (May '56), 271-281. The study of a foreign language has many cultural and practical values as the writer explains in this article. These values, and likewise the spiritual, should be cherished and recognized.

XIX. TEACHER QUALIFICATIONS, TEACHER TRAINING (7). See also: 23-54, 62-65.

245. Andersson, Theodore: "Training Tomorrow's Language Teachers," SS, 84 (Aug. 4, '56), 41-43. For the seven areas of knowledge and skill in foreign languages explained here, the members of the Steering Committee of the Foreign Language Program of the MLA defined the three levels of proficiency and suggested the kind of test that measures achievement in each of these areas. It is most gratifying to note the significant steps that the language teaching profession and the colleagues in professional education have taken in the preparation of qualified teachers.
246. Eurich, A. C.: "The Place of the Humanities in Teacher Education," SS, 84 (July 21, '56), 25-27. The humanities are important in teacher education. At least two years of German, French, Spanish or Latin should be included in the basic preparation for all prospective teachers.
247. Guerra, Manuel H.: "Future Teachers of FLES," MLJ, XL (Jan. '56), 7-12. Excellent suggestions, given to improve the future of teachers of FLES, stem from the observation that the preparation of these teachers may be greatly improved both at the University level as well as in the high school workshop program.
248. Huebener, Theodore: "Professional Equipment of Teachers of German," GQ, XXIX (Jan. '56), 9-10. A recent survey, by questionnaire, of the preparation and professional alertness of the foreign language teachers in the schools of the City of New York is most gratifying. The German teachers lead the rank in various categories.
249. Huebener, Theodore: "The Professional Alertness of Foreign Language Teachers," MLJ, XL (Jan. '56), 3-6. In order to secure information with reference to the preparation and to the professional alertness of the teachers of foreign languages in both the junior and the senior high schools of New York City, Dr. Huebener sent out questionnaires of 15 items. At least 800 teachers replied. Many interesting facts were revealed, and the overall picture is most gratifying.
250. "Qualifications for Secondary School Teachers of Modern Foreign Languages," EO, XXX (May '56), 132-135. Many language leaders present this report of what they consider the minimal, good, and superior qualifications of a secondary-school teacher of a modern foreign language.
251. Wagner, Rudolph F.: "American versus Native Language Instructors," MLJ, XL (Oct. '56), 354. This article presents its contents as a stimulating topic to aid us to improve our teaching efficiency by pointing out some of our own weaknesses. The opinions of various contributors to the *Modern Language Journal* are quoted.

XX. TESTING, APPRAISALS, EVALUATION (18). See also: 66-104, 178-202, 220-234.

252. Beym, Richard: "English as a Foreign Language in Egypt," MLJ, XL (Feb. '56), 69-70. This is a first-hand appraisal of the foreign language methods and procedures in the Egyptian government schools by our writer who taught English at one of the men's teacher training colleges in Cairo. This college prepares primary and secondary school teachers.
253. Borg, Walter R. and Goodman, John S.: "Development of an Individual Test of English for Foreign Students," MLJ, XL (May '56), 240-244. The authors discuss the five (5) parts of the group test to determine the foreign students' English level so as to place them in the proper class. The difficulties encountered and the results are explained. In order to overcome some of the weaknesses, an individual test was devised. Implications for further research are mentioned.

254. Coutant, Victor: "Do-It-Yourself Aural and Oral Evaluation," *MLJ*, XL (Oct. '56), 358. Our writer gives us teachers many suggestions for accumulating a wealth of material for aural and oral testing. Many are the practical advantages to the instructor who builds his own recorded scale of performances.
255. Gordon, Bruce R.: "The Validity of a Second-Year 'Cultural' Course in Foreign Languages," *KFLQ*, III (No. 4, '56), 155-161. The writer examines briefly the validity of a second-year cultural course by considering the most significant points of the "Report of the Interdisciplinary Seminar in Language and Culture" sponsored by the MLA. He then comments on certain objections raised and suggests how some recommendations may be adopted for classroom use.
256. Johnson, Harvey L.: "Achievement Contest in Spanish in Indiana High Schools," *MLJ*, XL (Apr. '56), 175-177. The Department of Spanish and Portuguese of Indiana University for some time has sponsored an Achievement Contest in the high schools of that state. The examinations for various levels are explained. Charts show scores made. Interesting programs are prepared for those who come to the campus.
257. Jones, Willis K.: "By-Products of Studying Spanish," *H*, XXXIX (Dec. '56), 463-466. It is most interesting to note what these students get out of their study of modern foreign languages, especially Spanish. Teachers of all foreign languages may truly feel that they have provided something valuable in the education of their students.
258. Klinck, G. A.: "Dictator for the Day," *CMLR*, XII (Winter '56), 23-26. In the province of Ontario the establishment of a uniform recorded dictation test which is a part of the Upper School French Composition examination has given a fresh impetus to oral instruction. This procedure is carefully explained and examples (dictées) are given.
259. Leibman, Morris: "An Evaluation of the Afternoon Hebrew School," *JE*, 27 (Winter 1956-'57), 29-38. The contents of this paper are based mainly on a study, made by a committee of supervisors, principals, rabbis and teachers, which evaluates the situation of Jewish Education in the Los Angeles schools. All teachers will be interested in the discussion on the methods used.
260. McCluney, Daniel C., Jr.: "The Stanford Placement Test in German," *GQ*, XXIX (Jan. '56), 11-18. This paper offers a brief description of the nature of the placement test, its construction, its standards, and the procedure of which it is a part, as well as an evaluation of its success.
261. Orwen, Gifford P.: "Language Instruction at the Crossroads," *MLJ*, XL (May '56), 233-235. Our writer traces the many changes in language teaching in America during the past half century and comments on them. Improved techniques must be intelligently combined with valuable lessons of previous periods to achieve a sound and balanced system.
262. Peyre, Henri: "Message from the President," *FR*, XXX (Oct. '56), 70-71. Much progress has been made as is explained by the writer. Much remains to be done. We must "rethink our offerings, our methods, our textbooks, and the very purpose and function of language teaching at all levels."
263. Price, Blanche: "Memories of French in Elementary School," *FR*, XXIX (Jan. '56), 245-249. It is enlightening to listen to the memories of a group of young people who had studied French for four or six years before entering college. These candid answers to some leading questions will serve to emphasize some of the problems of teaching languages to young children.
264. Reichard, Joseph R.: "The College Board and Advanced Placement in German," *GQ*, XXIX (Nov. '56), 220-224. This positive program which challenges gifted students and enterprising teachers has many salient features which the writer explains.
265. Sánchez, José: "Evaluation of Spanish Films," *H*, XXXIX (Mar. '56), 111-113. Some interesting Spanish films which teachers of Spanish will want to use in their classes or clubs have been reviewed.
266. Shores, D. L.: "The Value of Foreign Language Study," *PJE*, 33 (May '56), 347-348. It is most gratifying to us to note the writer's belief that an adequate foreign language program will prove to be expedient to the individual and to America. There is a definite need for the study of foreign languages; many values are derived from its study; instruction should begin in the elementary school.
267. Tarasow, Morris: "An Experiment in Standardizing a Hebrew Achievement Test for the Second Year," *JE*, 26 (Spring 1956), 51-55. This is a pilot study which is an attempt toward the standardization of the Hebrew Achievement Test for the Second Year. The writer intends to refine and revise it as more material is gathered. To date it has met with much success.
268. Templeton, Marian: "Evaluation of Spanish Films," *H*, XXXIX (Sept. '56), 351-352; (Dec. '56), 489-490. Interesting Spanish films for classroom or club use are reviewed for us.
269. "What Kinds of Curriculums Are Needed?" *NASSPB*, 40 (Feb. '56), 53-195. Many values of the study of modern foreign languages are explained.

XXI. VOCABULARY, LANGUAGE, ORTHOGRAPHY (16). See also:
1-5, 66-104, 178-202, 220-234, 252-269.

270. Bagg, A. Harold: "Are We Forgetting Something?" *MLJ*, XL (Jan. '56), 25-27. We must strive for a greater degree of clarity and definiteness in our foreign language teaching. The study of foreign languages can be specific too, for there are psychologically correct procedures for teaching languages at all levels. In addition, the majority of the people of a nation use a definite vocabulary and use definite speech patterns.
271. Bowen, J. Donald: "A Comparison of the Intonation Patterns of English and Spanish," *H*, XXXIX (Mar. '56), 30-35. The writer presents a system for defining and analyzing Spanish intonation without here attempting to verify or justify the entire analysis. Three excellent suggestions are given to the teachers who wish to begin teaching correct intonation from the beginning.
272. Calderón, Carlos: "The Fewest Words," *TO*, 40 (July '56), 14-16. The ever-increasing concern for the Spanish-speaking child, especially the child of migrant parents, and the apparent lack of agreement among published word lists prompted the writer to determine the minimum vocabulary upon which there is the greatest percentage of agreement among educators. Lists are given and their four purposes explained.
273. Cárdenas, Daniel N.: "Who Is Being Exploited?" *MLJ*, XL (Nov. '56), 385-390. Let us see what the linguist has to offer. Our writer paying special attention in his discussion to a few of the problem sounds, endeavors to present the underlying principles of applied linguistics in language teaching. The remarks will deal basically with Spanish but can be applied to any language.
274. Crawford, Patricia and Vittorini, Domenico: "English Cognates and Spanish Masculine Nouns," *MLJ*, XL (Nov. '56), 391-395. The lists given of English cognates and Spanish masculine nouns aim to help the English speaking student of Spanish to enlarge his vocabulary by taking note of the corresponding forms in Spanish of the nouns of his mother tongue. The

- writers believe that we should attack the problem of learning the vocabulary of a foreign language from the angle of the mother tongue of the student.
275. Dulsey, Bernard: "Gender Differences in Romance Language Cognates," *H*, XXXIX (Dec. '56), 466-467. Here are some common cognates where there is a difference in gender. Some sixty words are listed. If there is one in French, Italian, Portuguese, Spanish, it is given as is its derivation.
 276. Hamp, E. P.: "Gothic *ai* and *au*," *MLN*, LXXI (Apr. '56), 265-269. It is the purpose of this paper to summarize the arguments compactly and to adduce some evidence that, to the writer's knowledge, has been overlooked in various presentations of the problem.
 277. Kiddle, Lawrence B.: "AATSP Language Session: Introductory Remarks," *H*, XXXIX (Mar. '56), 24-25. Professor Kiddle very clearly explains linguistic terms applicable to language teaching. This article will be especially valuable to teachers of Spanish as Professor Kiddle applies the linguistic terms he discusses to the teaching of Spanish.
 278. Klinck, G. A.: "French Syllabication," *CMLR*, XII (Winter '56), 32. Here are some rules for syllabication that French people follow.
 279. Lado, Robert: "A Comparison of the Sound Systems of English and Spanish," *H*, XXXIX (Mar. '56), 26-29. In comparing English and Spanish as an aid to the teaching of Spanish, the variety of Spanish treated is Castilian; the variety of English is Standard Mid West American English. Dr. Lado has highlighted some major pronunciation problems and some minor ones of English speakers learning Spanish. These problems were located and described on the basis of a systematic comparison of the sound systems of English and Spanish.
 280. Mueller, Hugo: "Some German Intonation Patterns and Their Relation to Stress," *MLJ*, XL (Jan. '56), 28-30. The three intonation patterns discussed here for us were chosen because they show distinct differences between German and English that are comparatively easy to spot, and they indicate that through interrelating stress and intonation results can be obtained to give us a pedagogically usable systematization of intonation phenomena.
 281. Saporta, Sol: "Problems in the Comparison of the Morphemic Systems of English and Spanish," *H*, XXXIX (Mar. '56), 36-40. This article attempts to indicate some of the problems involved in the comparison of the systematic analyses of English and Spanish. Some of the assumptions of structural linguistics applicable to the problem of foreign-language teaching are reviewed.
 282. Schuster, E. J.: "The Humanities in Today's World," *CW*, 184 (Dec. '56), 178-184. Language and literature perform most necessary functions in society. Verbal symbols are a vital key to man's cultural heritage. Language enables man to share with others; languages should be bridges, not barriers.
 283. Sturtevant, A. M.: "The A-Umlaut of the Radical Vowel *I* in Old Norse Monosyllabic Stems," *MLN*, LXXI (Mar. '56), 194-200. The writer has selected as a basis for his article two conditions under which the radical vowel *i* was retained in monosyllabic *a*-stems: (1) in short-stem syllables, and (2) in long-stem syllables. These are carefully explained.
 284. "Toward Literate Linguists," *JEL*, 88 (Oct. '56), 426. The writer believes that linguistic study will never become the strenuous discipline it should be until it is conceived more broadly, and until more is demanded of the child and the student. Both need to study language and use it as precisely as they know how.
 285. Wolledge, B.: "The Plural of the Indefinite Article in Old French," *MLR*, LI (Jan. '56), 17-32. The writer discusses the idiom in which the article itself is in the plural and with a plural noun. It is an idiom that receives passing mention in most historical grammars, and it deserves a more detailed study. The Old French examples cited are classified under six headings suggested by Professor McLean in his study published in an earlier issue.

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A living language does not in its essential elements stand still. Change is the condition of its existence and the study of *change* in all its varied processes forms the subject of philology.

* * *

Notes and News

Future Mechanical Teaching Aids

Technical equipment is destined to play a growing role in all teaching of the future, for without enough teachers, ways must be found to make machines effective teaching vehicles. The teaching of modern languages will not be an exception, and in planning our language laboratories of the future, we may consider a number of such instruments which will surely constitute the basic material under the control of the language teacher in his classroom.

The following are my own suggestions for instrumentation of a language laboratory. For want of a better name, I have called it XLTU-3, or Experimental Language Teaching Unit, third version. It represents but one, out of several possible arrangements for the future. In planning it, I have made two basic assumptions. First, cost must not be a deterrent. After all, regardless of how much we might wish to pay them, we simply will not have teachers. That money can go into machines. Second, we must develop and foster the principle of self-help in education, just as we have already done in other fields. Experience along these lines must be started as early as possible in elementary education and must in time amount to an attitude of, "If you can't do it, get out, and let someone in who can take your place."

For convenience in talking about them, we may divide our instruments into three main groups according to their function. All of them may or may not be located in the classroom itself. It will be found, for instance, that certain machines will be useful in all disciplines, and thus will be made available to the language teacher on a schedule basis. Our groups will be the following:

1. Those which help the students in learning.
2. Those which help the teacher to teach.
3. Those which help the teacher test the learning.

The ideal will be to have all the machines under the central control of the teacher. Every machine which is here considered exists already, at least in an elementary stage, and it is expected that within the foreseeable future considerable improvements will be made in them. Let us consider our instruments group by group.

1. Those which help the students in learning.

a. Earphones. Present-type earphones are heavy, and wearing them becomes tiresome, even painful, after a short time. The earphones of the future laboratory will be of light plastic material, perhaps even fitted to the individual's ear, in the same way as modern hearing aids. For this reason it may be necessary to issue each student a separate set of earphones, covered by a laboratory fee. The phones would be plugged into a suitable outlet in the individual booth.

b. Microphone. It will be small, and so arranged that it can be swung aside when not in use. The microphone of

course carries the student's voice to a tape recorder which will no longer be under the student's direct control.

c. Television screen. It will be recessed in the table before the student, in such a way that it can be raised to a suitable angle for viewing when needed. It is small, perhaps no larger than five by seven inches. This is the visual heart of the work-space. Over this screen will come the student's lessons, visuals of all kinds, written texts, tests and written exercises. The individual screen offers an advantage over the large central screen, in that it brings the visual material much closer to the student and forces his concentration to a much greater degree. The possibilities of the use of visuals in this manner are almost endless. We can even consider the development of silent reading techniques in the foreign language, gradually speeding up the rate of presentation of the text, so as to develop reading skills to a high degree. And imagine how wonderful it would be to have all students complete a test at the same time!

d. Electronic typewriter keyboard. This assumes that students of the future will have learned to type, which is certainly a desirable skill. The instrument will be located in the table before the student, and can be slid out of the way, perhaps beneath the surface of the work-space, when not in use. On this instrument the student will type his written work. As he writes, he will be able to see the text he is typing, and the machine at the same time transmits his text through the master system, where it is processed according to program chosen by the teacher for that particular activity.

e. Television camera. This is optional, though highly desirable equipment, whose purpose of course is to permit the teacher to check his student's visual performance. It could be a small camera attached to the TV screen, and permanently focused on the student, who, knowing that at any moment the teacher may, by flipping a control switch up front, look in on his performance, will put added zeal into his recitation.

2. Those which help the teacher to teach.

a. Tape recorder. This is the teacher's master machine, from which all the audio part of the course work will be sent. It will be automatic, stopping and starting, rewinding, then playing back or repeating, all controlled by super-sonic signals, or "beeps" incorporated into each master tape recording.

b. Multi-channel tape recorder. This machine provides the means of recording recitations from a number of students on a wide tape. It has the advantage of complete uniformity of student activity during the instruction period, by being entirely under the control of the teacher, or automatic control. By removing control from students,

it is also possible to reduce breakage and other maintenance problems to a minimum.

c. Closed circuit television device, together with controls. This will transmit visual materials to students' television screens. Most of these materials will be in the form of filmed units, although occasionally it will be desirable to do some units "live." In this case it will be necessary to have a studio and camera at one's disposal. For filmed units, maximum use will be made of animated cartoon techniques, such as found in some of the best of Disney and current TV commercials. Students of the future, brought up on television, will not be content with less than perfect performance. Animation, properly used, is capable of visualizing admirably many abstract concepts which a straight film technique would be unable to handle. The teacher of the future will do well to study these techniques.

d. Monitoring equipment. As in our present laboratories, the teacher will be able to monitor his students, to talk to them, to correct their performance, via a panel of control switches in front of him. This will include, as needed, a small TV screen, which will show him the face of the student to whom he is talking or listening. Timing procedures have now shown that it is possible to monitor a class with an expenditure of not more than one minute for each student. Thus there are some limitations. But as will be shown presently, there are instruments which, ultimately, will relieve the teacher of a good portion of this responsibility. They are capable of automatically recording and measuring the student's entire recitation.

3. Those which help the teacher test learning

This is the area where there is the greatest need for concentrated thinking. Teachers today spend hours correcting papers, and checking tests. If we enlarge their classes, we must at the same time furnish them with the means of doing these chores easily. Here are my suggestions for instruments in this category.

a. Voice analyzer. This is actually in the developmental stage, and will probably be perfected within a few years. It will probably require preliminary adjustment to the voice of the student, but once regulated, it could serve to recognize and measure any deviation from a prearranged set of speech patterns. It could therefore be used to measure, objectively, student oral performance. Such measurement, in the form of a grade, could be automatically recorded opposite each student's name on a class list. Since this machine will probably be costly, it will doubtless be most expedient to have only one per classroom, arranged to

sample student recitations according to a pre-set schedule, possibly from the multi-channel tape recorder.

b. Text analyzer. Work is progressing on a machine to scan and digest written texts. The apparatus will be able to receive material coming from the student's electronic keyboard, or from a tape recorded by the keyboard, compare it with a pre-set model, or several models, and tell whether it agrees, or by how much it does not agree. Thus it will be possible to grade tests automatically. Not merely multiple-choice type tests, but also those requiring direct expression on the part of the student.

c. Computer. The computer, in one form or another, is basic to this conception of the language laboratory. It will perform the tedious task of grading now done by the teacher himself. The work will be done rapidly, automatically, objectively. The entire secret lies in proper programming. Computers are expensive, but it must be assumed that their cost will considerably diminish as their use become more widespread. For our purposes, they will probably process material in series, from magnetic tapes automatically encoded by devices being used in the laboratory.

As can be seen from the foregoing, the tendency of the future will be, as means become available, a trend toward automation. We have already seen it in industry. Why not in education? Those tasks which are purely routine, especially in language teaching, can and should be done by machines. The laboratory teaching of languages will become formalized. There will be complete uniformity. The objectivity of measurements will make it possible to single out the superior or the lagging student for more specialized, individual work. In spite of dwindling supply of teachers, the better teachers can be made at least a hundred times more effective than is possible today.

Other problems of course will arise. The teacher will need to have some knowledge of the technical side of his laboratory. Each laboratory will require at least one technician to handle maintenance and repair. There will have to be a meeting of minds with statisticians and computer specialists for purposes of programming instruction.

Yet this is the way of the future. The possibilities are almost unlimited. What I have written is not intended to represent the only solution, but to stimulate thinking along these lines, for it is true that we, as a profession, have not kept pace with progress. Our classroom techniques, with some exceptions, are basically the same as they were fifty years ago. We need now teachers with vision, to see ahead.

DAVID G. SPEER

Purdue University

A Letter to the Dean of the Graduate College

Dean U. Decanus
Graduate College
Einstein Hall

Dear Dean Decanus:

This is a letter relative to the matter of requirements for the tools of scholarship (a term I prefer to that of "tools of research") for graduate students working towards the doctorate. These tools have usually been considered to be

demonstrated competence in the ability to read certain foreign languages, and in some departments, in statistical methods, elementary and advanced. It has usually been the practice to require two such tool subjects for the doctorate, to be taken without credit. The traditional ones have been French and German. In recent years, these languages have been replaced increasingly by other requirements, such as statistical methods—advanced courses at the graduate level which could well be taken for credit in

addition to the non-credit language requirements. More and more the languages are being dropped, and increasingly students who are seeking advanced degrees solely as union cards to college and university positions are shopping around for "easier" schools that do not require foreign languages. Parenthetically, I doubt if we lose any high-grade students in this process. We may lose some *pupils* (and their tuitions), but I doubt if we lose any *students*.

For the M.A. or the M.S., a foreign language requirement is almost past history, and this is especially true of those degrees that are taken without thesis. These are increasingly becoming simply another senior year, and are not even thought of by most of the faculty or students as being associated with standards of advanced scholarship: they are just a step towards more salary. Some forms of doctor's degrees in some institutions are increasingly becoming drawn-out forms of these non-scholarly types of master's degrees.

Such trends distress most of those university teachers who believe that graduate degrees should be associated with scholarship—scholarship possessing both breadth and depth—while the same trends are cheered by many of the methods-minded groups, especially those in colleges and departments associated (in their own minds) with the more "practical things."

In those universities and departments of universities that still require foreign languages for the doctorate, there is frequently a tendency for the student to put off the completion of the language requirement for as long as possible: he hates to study the language, especially if he gets no graduate credit for it. This results in the language requirement's being postponed until it is almost too late to use it while studying for the degree. This tendency can be curbed by cutting the maximum possible credit for the term or semester about 20% if the student does not make normal progress towards satisfying language requirements, and keeping this maximum credit down until he *does* pass the requirement. Most students who "just cannot learn a foreign language" will suddenly discover an aptitude for foreign languages if that is done.

There is a large number of graduate students working towards the doctorate who will never become scholars, who have no ambition to become scholars, who will never do any research after they receive their degree—but who will continue to teach, many of them teaching only elementary college or university courses the rest of their lives—often at about a high school level (this statement does not belittle such elementary courses, good teaching in which is highly desirable, but the statement refers to such teachers who entirely give up all scholarly interests). For these teachers the foreign languages will probably not prove to be very profitable, either as tools of scholarship or as tools of research. If there were some way of predicting such scholarship-stagnation, such students might be spared the strain, and be taught more English (a foreign language for many of them!), and perhaps be directed into a course leading to another type of degree.

The university faculty can never assume, however, that any given graduate student will not later become inspired, and desire to become a scholar and/or a research worker. For these, the language requirements should become useful. I feel, therefore, that if a graduate student is working

under a professor who limits himself, oblivious to the contributions available in other languages, and who even speaks out in ridicule of the use of foreign languages by other professors and by graduate students, we should not deprive the student who may be a potential scholar of the foreign language tool. I feel that we should prepare the student as though he *were* going to become a scholar, and not assume that he probably will not. I should advocate preparing him as though he were going to become a better scholar than his professor, if that professor is one who insists on limiting himself. I think that it should be considered the fault of the graduate college if we do *not* prepare the student to become a scholar, but it cannot be assumed to be the fault of the graduate college if we prepare him to be a scholar, and he should choose later to follow the example of a few of his teachers and retire intellectually.

If, as I have indicated above, we insist that the student satisfy the language requirement early in his graduate program, it would seem to me that those languages should be made use of in his study program. There can and should be the appropriate assignments in the literature in those languages, assignments well chosen and purposeful, and not just assigned as busy work. The book literature in German and French (for example) is frequently very useful, and is not digested or even indexed and reviewed in English as some of the foreign language periodical literature frequently is. This, of course, assumes that the professor must be a reasonably close student of that literature in his own field. Otherwise, he will neither know what readings to suggest, nor be able to assess the accuracy or adequacy of the translated or digested product.

I should like to add one more thought. I wonder if it would not be desirable for the Dean to meet with all new doctoral candidates at the beginning of their first term or semester on the campus, and to talk to and with them about the meaning of scholarship and about languages as tools of scholarship and research. This would permit the Dean to discuss the values of foreign languages (I should suggest a plea for improved mastery of written English as well), and also to discuss the values of other tools of research that may be required for various departments. The student would at least have the advantage of knowing what the possibilities looked like out over the horizon, and not have his view limited by what was on his desk, or by the scholastic myopia (often complicated by the stigmatism of prejudice) of some of his professors. Perhaps a little propaganda for a wider scholarship would prove to be a stimulus to scholarly growth, and might, in the long run, stimulate cultural laggards on the faculty to strengthen their scholastic wings so that they might fly both higher and farther.¹

Sincerely yours,
C. H. McCLOY

State University of Iowa

¹ This letter is not written with any particular dean or university in mind: it is an "if the shoe fits" letter. The author's point of view regarding foreign languages as tools of scholarship will be better understood if the reader will also read "Do Educators Need Foreign Languages?", *The Modern Language Journal*, Vol. XXXIX, No. 2, February, 1955, pp. 77-78.

We Need to Prepare More Language Teachers

A questionnaire was sent recently to the principals of all Kansas high schools which do not now offer a foreign language. The questions were: (1) would you offer a foreign language if a qualified teacher could be obtained; (2) which language would you prefer; and (3) what other subjects would the language teacher have? Of these principals, 10 replied they had qualified teachers who were not teaching languages. Later I wrote each of these about a position open in a large Kansas high school but no one offered to apply although a number wrote they could not do so for administrative or personal reasons.

The amazing fact was that 32 schools would add Spanish if they could secure a good teacher; 18 would add Latin or Spanish; 16 would add Latin; 3 would add French; one, German; and 17 would add one language such as French or German, Spanish or German, or simply any language for which they could get a teacher. English was by far the most frequent combination although library, social science, mathematics, and science were mentioned.

Kansas appears then to be short 87 qualified teachers of

foreign languages, mostly those who would also teach English. These schools are, for the most part, small; but the difficulty the larger schools are having now to find qualified people to replace teachers who resign, makes the situation even more critical. A shortage of college teachers is already beginning to be felt. Reliable sources indicate that the government demand for language specialists also exceeds the supply.

The country now stands in danger of being unable to build up languages in the high school and elementary grades not because of lack of interest but because of lack of well qualified teachers. Poor teachers inadequately prepared, can only ruin the language Renaissance. We hope high school teachers will point out these opportunities to their good students and that college teachers will talk to elementary classes about the possibility of students preparing as teachers. The time is now and the situation is critical.

MINNIE M. MILLER

Kansas State Teachers College of Emporia

Foreign Languages and the Music-Student

It is often said that musicians make good linguists because of their sensitive ear. And yet, in this age of rapid transportation, with increasing personal contacts on an international scale, American musicians scarcely seem to stand out from their compatriots amid the linguistic tongue-tiedness so typical of Americans abroad. The decline in the study of the classical languages, Latin and Greek, has had its effect on modern languages so that the average young American music-student is often inculcated, through some school administrators and teachers, with a certain apathy not to say hostility, towards the study of foreign tongues. His non-music studies being crowded with many more physical and social studies than in the past, the future musician has little if any time left for modern languages. When and if, therefore, he has occasion to travel, our young American musician must join countless other Americans who lose so much when traveling or living abroad through their inability to speak any other language but English. The social friction so often caused by the American who makes no effort to speak the language of the country he is visiting, and who seeks to impose everywhere his own, the inability to profit fully by the stage, opera and literary productions of foreign countries, all fall equally to the lot of non-linguistic American musicians.

This regrettable situation is particularly pertinent to the many aspiring candidates for the international operatic stage, who leave our shores for Europe. Now that the American opera singer has come into his own not only in this country but in Europe, more and more young American singers are aspiring to careers in opera. Some operatic stars, such as Astrid Varney, Risë Stevens, Leonard Warren and Eugene Conley, have reaped success at home and then gone to Europe to garner laurels in Paris, Milan and Vienna. There is another group which has had the good fortune of carving out careers in Europe from the beginning and of

achieving a prestige in Europe comparable to that of leading native artists.

This European traffic in American talent has raised aspirations in the breasts of an increasing number of young American singers and brings into sharp relief the problems they have to face when seeking European experience and recognition. In addition to repertoire, finances and a cheerful adaption to strange customs and difficult working conditions, a major problem for the struggling American is usually language. Not only must the singer who seeks a European engagement be able to sing complete rôles and not just "arias from" operas by such miscellaneous composers as Verdi, Wagner, Bizet and Moussorgsky in the language of the country, but he must have a good working-knowledge of the language in which he wishes to sing. James Pease, now a leading member of the Hamburg State Opera, emphasizing the importance of a polished knowledge of foreign languages, once remarked: "You can fool them in Wagner, but not in a Mozart recitative." Furthermore, any linguistically tongue-tied American singer who has returned to the United States after an unsuccessful attempt to make the grade in the European opera-world, will speak of the lonesome feeling and unfortunate misunderstandings that inevitably result from one's inability to express personal needs, reactions and aspirations, to say nothing of failure to understand fully a contract drawn up in an unfamiliar tongue.

The study in high school, college and in the conservatory of such languages as French, German and Italian, is, of course, of great value to any singer who wants to sing art songs in the tongue for which the music was originally composed. This is particularly true of French, which, though it presents many problems in pronunciation for English-speaking singers, has, however, a wealth of outstanding French concert songs by such composers as Berlioz,

Duparc, Fauré, Debussy, Ravel, Poulenc and Milhaud. Moreover, this repertory is supplemented by the many songs written by non-French composers to French texts. How many young voice-majors are aware that composers of such varying styles as Liszt, Wagner, Falla, Delius, Stravinsky, Hindemith and Benjamin Britten have composed many beautiful songs to French texts?

It is true that many music-students in our schools avoid the study of foreign languages because they feel that they will never learn to pronounce and speak properly the language in question and that even if they did acquire suitable fluency, they would have little if any occasion to use this knowledge and skill. Such students are doubtless unaware of the vast literature on musical subjects available to them at home in modern languages such as German, French and Spanish. What a satisfaction for a musician to be able to read Wagner's *Autobiography*, for instance, in the original German, with the exact words that the composer used to express his innermost thoughts and feelings. How many pianists are aware that Liszt wrote in French an interesting and enlightening book on the life and art of his friend and fellow-artist Chopin? This volume is an intimate insight into the relationship of these two great composers. Among the world's music-historians, Adolfo Salazar, a Spaniard, now living in Mexico, is certainly one of the most outstanding. He has written in Spanish a number of untranslated books on the art of music as related to the development of the other arts in Europe, which would make very interesting and instructive reading for the

music-student who had acquired a ready reading-knowledge in Spanish.

These are but a few of the many examples of the utility of foreign languages to the American studying music. Though music is the most international and widely understood art, and the very one that best breaks through linguistic boundaries, even it is too often bound by accompanying words in the opera and in the art and folksong, as well as in the texts of scores and musical treatises. For the future singer, instrumentalist and musicologist, whether at home or traveling and studying abroad, a solid knowledge of the spoken and written words of another language is a valuable and broadening acquisition. The choice of this language or languages, and the best age at which to study them would depend on the limitations imposed by academic curricula and one's particular field of interest in music. An interesting result of language study, however, is the ease with which the student passes from one language to another. Just as facility on the piano leads to the organ and the violinist easily becomes a violist, in the same way, once the student has made the major jump from his native tongue, English, to a certain fluency in some other language, the acquisition of other languages becomes relatively easier and more interesting. The first step for the young musician, getting out of the mother-tongue, may be the hardest but it can be definitely worthwhile.

ROBERT W. LOWE

University of Arizona

* * *

NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION

At the forthcoming meeting of the Society, to be held at the Conrad-Hilton Hotel in Chicago, February 20, 21, and 22, the newly created section on Foreign Language Teaching Methods will present an all-day program with nationally known speakers and discussants. A cordial welcome is extended to teachers and administrators to attend the meetings of this section, of which Professor William G. Merhab, of the University of Michigan, is the chairman.

* * *

VACANCY

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* * *

Book Reviews

The Borzoi Book of French Folk Tales. Selected and edited by Paul Delarue. Translated by Austin E. Fife. New York: Alfred E. Knopf, 1956, pp. xix+403.

For more than one hundred and fifty years the acquaintance of most students and teachers with the French folk tale has, I dare say, been through Perrault's *Contes de ma Mere l'Oie*, published in 1697. Charming, delicate, and appealing as these versions or adaptations are, they do not give us an insight or true knowledge into the real folk tale of France or even a fairly exact idea of what the tales were in their "original" versions. All this, and much more, Mr. Delarue carefully points out in his well written Introduction (pp. ix-xix), and he likewise gives us a succinct and accurate account of the history of the French folk tale from Perrault, his associates and imitators, to the present day.

The text of the book is divided into three main divisions, as follows: Part I. *Tales of the Supernatural* (pp. 3-281). In this part we have thirty-eight tales of varying length and subject matter; most of them have their counterparts in other literatures and cultures. This observation holds true, of course, for the tales in other divisions. Part II. *Animal Tales* (pp. 285-315). Eight tales, varying in provenience and form. Part III. *Humorous Tales* (pp. 319-355). Eight tales. Doubtless the little tale (less than one-half page) entitled "Circular Tale" is the one that will remain longest in the reader's memory, for it is the type of tale with which the average person is least acquainted.

I am sure that most people in any way familiar with folk tales will agree that Mr. Delarue has made a good selection, even if he has omitted some of their favorites, and that the beginner can get a good idea of the *genre* from this book. However, I hope that no one not familiar with this type of literature and with the contents of this volume will inadvisedly place this book without warning in the hands of a person who knows only the Perrault versions or who is young and not too mature, as an introduction to this type of story. Some of these tales—and let no one assume that I am in any way trying to deprecate this honest, useful and entertaining anthology—might shock the adolescent or immature and lead to embarrassing situations, to say the least. Perrault's tales are dressed in fancy clothes, and the pretty and refined speech of his characters have little in common with their literary ancestors in folk versions from the farms, fields, forests, and market places. There can be no doubt as to which version is closest to the original, which is often quite lusty and smacks of the soil, but I still think that Perrault's versions are perhaps the safest to use in many situations as an introduction to this type of literature when dealing with the young. Others may disagree with me in this, and rightly so. At least one should use caution as to whom one gives the book, even in this day and age.

Without having access to the original versions, it is almost impossible to make an accurate judgment of the translations. But, as one familiar with this type of literature, I feel sure that I am not in error in saying that Mr. Fife has done a painstaking job of translation and has held close to the originals in form, content, and style. He has carried over into modern English the simplicity, guilelessness and naïveté of the originals as they were told over the centuries in many situations and places. The translation is both readable and enjoyable, and those who read the book will gain a good insight into the folk tale in general and that of France in particular.

The last part of the book, *Sources and Commentary* (pp. 359-403), is especially valuable for both the specialist, and the general reader who wants to do more than just read the tales in the book for his own information and pleasure. There is a brief commentary on each tale, and each bears the appropriate number in the Aarne-Thompson classification, or "when not followed by the name of the country, of the appropriate national catalogue of folk tales." I regard this part of the book as extremely valuable, for the comments on each tale will let the novice see how vast and complicated the study of folk literature, when properly taught, can become, or where it can lead us. Perhaps—and this is not impossible—some young reader of this collection may receive from it the spark that will lead him far into the field of this type of literature, which is becoming more important as the years go by.

Each tale is accompanied by a charming illustration within the text, which adds much to the beauty and charm of the book. Beautifully printed and bound, it is a handsome book to own and a valuable addition to any library of translations of the literature of France.

WM. MARION MILLER

Miami University

GUILLOT, RENÉ, *Encyclopédie Larousse des Enfants*. Paris: Librairie Larousse, 1956, pp. 299. 2900 francs.

This is a large book: The covers measure 11½ by 8½ inches and there is more to it than the figure of 299 pages might seem to indicate. It is also a handsome book lavishly illustrated with color pictures and fine photographic illustrations. There is scarcely a page which does not have a picture on it and on many pages the illustrations are so numerous that the text is arranged in blocks or divisions framed by masses of colorful pictures. The reader is reminded of the admirable pages of the Christmas issues of *L'Illustration* which are outstanding examples of the printer's art.

The editors state that "l'Encyclopédie Larousse s'adresse à ceux qui ont dix à douze ans" but surely high school students of French would find the illustrations fasci-

nating and the text sufficiently mature and stimulating. It would be a very uncurious student who would not want to read the French text after looking at the pictures!

The text is clear, smooth and easy to read although students who are not far advanced in the study of French will need to consult a dictionary.

The organization of the material is interesting and the material itself comprehensive. The text relates the story of our planet from its beginnings down to our times, telling of the geological ages, the appearance and distribution of man, the primitive civilizations, the plants and animals, the development of simple machines and basic engineering principles, and the pattern of man's existence in the past and now. The historical perspective of development and the interesting treatment of the discovery and evolution of simple machines and engineering principles seems especially well done. The sections on modern machines, the automobile, the hydro electric plant and many other engineering developments should interest modern readers keenly.

This *Encyclopédie Larousse des Enfants* can be recommended wholeheartedly as the finest book of its kind for young students who can read French. For the boy or girl who owns a copy or for use as an outside reading or reference book in a school library it should prove invaluable in stimulating young students to use their French for enjoyable reading. It can also serve admirably as a reference work to consult in developing special projects and reports.

CAMERON C. GULLETTE

The University of Illinois

KETCHAM, RODNEY K. AND COLLIGNON, JEAN. *Patterns of French*. Illustrated by Franklyn Webber. New York: Harcourt, Brace and Company, 1957. Pp. xxi+250. Two seven-inch long-play records pocketed inside the covers. \$5.75.

Here is an imaginative approach to a beginning college grammar; it is a text conceived in a modified traditional approach. Although the authors claim their purpose is to present a basic grammar, there is no doubt from the start that theirs is a system to satisfy both the crusaders for the oral method and the stalwarts of the cultural approach. For the words "variety" and "adaptability" characterize this handsomely presented text. While the latter characteristic is the more important, the former is by no means negligible. The first exploratory voyage into the book can be a rewarding experience for both teacher and student. In fact this book should be well explored from both ends before one thinks of starting the lessons: one finds a smooth introduction to French phonetics using the IPA as well as a fascinating word practice; there is a selection of seven poems for memorization including *Le Corbeau et le Renard* and "Il pleure dans mon cœur" (one would wish that the authors had included some of the old warhorses, perennially moving, such as *Rondel du Printemps* or *Ode à Cassandre* and a modern or two like *Pont Mirabeau* and an Eluard or Prévert); the appendix abounds in such joys as lists of French terms used in English, *Faux Amis*, and the elements of English grammar. One or more of these helps is found in various combinations in most texts, but not all in one as here, nor so well presented. Finally, there are two small 33 $\frac{1}{2}$ records inserted in

jackets inside the front and back covers.

This brings us to the body of the text; each of the twenty lessons is divided into three parts: a set of pattern sentences, a presentation of grammar, and a reading passage. At the end of each lesson there is a vocabulary which, at first sight, appears formidable, but it really is a review and summary of the pattern sentences and examples from the grammar. This is a good example of the admirable integration of the text and the thought that had gone into its preparation. Any of the three parts may be emphasized by the teacher to fit his approach, or all may be equally stressed. The pattern sentences, which are often witty and always practical, are recorded by well-articulated and authentic French voices, male and female. In spite of what the authors say, however, the pauses after each sentence are frequently not long enough to permit complete repetition by the student; lessons 15 through 20 have been recorded without pause after each sentence. In the textbook, the pattern sentences are presented with English translation but without phonetic transcription the study of which is abandoned, except for the French-English vocabulary, after the introduction. Also, the pattern sentences are well integrated with the grammar study. The grammar sections are presented with economy and completeness so that progress in grammar is sure and well-paced, while seeming to be very rapid. Material often omitted in other texts (such as contractions of mute *e* monosyllables or the omission of *avec* in possessive adjective phrases) is explained simply and, in many cases, interestingly (e.g., the historical reasons for the interpolated "t" in interrogatives and the negative "pas," the explanation of verbs with "être" as auxiliary and the arrangement of these verbs in logical rather than alphabetical order, the treatment of "on," the presentation of the "e-stem" principle). The simplicity and interest, however, become diffuse in certain lessons. For example, the introduction of the regular conjugations, while complete and compact, will require further explanations by the teacher. On the other hand, there is some confusion in the presentation of the partitive, part of which is traceable to the typographical arrangement. No examples are given of the past indefinite of the reflexive verbs, and the covering explanation is so hidden as to be easily missed. One could quarrel with one or two other points, but there is none that cannot be easily clarified by the observant teacher. Contrary to the claim of the authors, most of the grammar sections cannot be covered in one day. Lesson 12, for an extreme example, includes, among other things, the imperfect, the pluperfect, the conditional and the conditional perfect, and the distinction between the imperfect and past indefinite is less than adequately treated. This lack is repaired by the well-presented readings which begin as a series of unrelated sentences but become integrated *lectures* with lesson six and, almost as immediately, cultural readings including geography, art and architecture, gastronomy, and history. But the *lectures* are not so cultural as to preclude a supplementary reader if the teacher prefers one. Each of the *lectures* is followed by questions.

One of the great satisfactions of this text is the wealth of exercises which are interspersed through each grammar section. If these are not enough to keep an active class busy, there are five sets of review exercises, each covering four

lessons. Besides, there is a supplementary set of English to French exercises for those who so desire.

Most of the criticisms would have to do with the format rather than the substance. The size, $7\frac{1}{2} \times 9\frac{1}{2}$ is awkward, giving the book a squarish appearance. This was necessary for the insertion of the records; yet one would prefer texts of conventional size and shape—language texts frequently come in odd sizes. The records seem to have much waste space; almost half of each record is unused. It might have been well to use up that space and record some of the poems for memorization.

The merits of the book far outweigh the defects (e.g., a parenthesis not closed on p. 41 or an "I" missing on p. 202). For the teacher, the text is adaptable both from the point of view of time and of approach. For the student, there is that security which comes from knowing that each lesson follows a definite pattern.

R. D. NUNER AND C. F. ROEDIG

University of Notre Dame

ELLISON, REUBEN Y. AND GODING, STOWELL C., *Seven French Plays for Study and Stage*. New York: The Odyssey Press, 1957, pp. xiv+228. \$2.50.

The many French teachers who find dramatization a valuable instruction technique will be intrigued by this attractive text, prepared for use in college (second year) and high school (third or fourth year) classes.

Edited skilfully for both study and stage by two experienced teachers, it lends itself especially to the demands of a conversational course but should be easily adaptable to the needs of a reading or grammar-method course. It contains seven one-act plays, three of which are from the works of Georges Courteline (*Le Petit Malade*), Octave Mirbeau (*Scrupules*), and Prosper Mérimée (*Fortunato*, an adaptation of *Mateo Falcone*). The other four selections, written particularly for dramatization by school and college classes, are from the pens of competent instructors and comprise *Les Yeux de l'Amour* and *Le Portrait* by André Célières, *Les Meurtres chez le Coiffeur* (Strachan Turnbull), and *Molière et ses Amis* (François Dencœur). As a result, the collection represents good literary style and a desirable variety of dramatic fare, well suited for both reading and stage production.

The most interesting and—in our opinion—the unique feature of this text is that it contains a lengthy and highly useful section on staging the plays. This integral part of the book will be decidedly helpful and reassuring to all teachers, particularly to those whose play-production experience is limited. It gives general information about French theater procedures and then provides specific instructions about acting, casting, interpretation, make-up, properties, and staging for each of the seven plays.

The teaching equipment of the text supplies biographical sketches (in French) of the authors represented, a selected bibliography of works on playmaking, well-prepared end-of-scene notes, a variety of good exercises, and carefully-checked French-English and English-French end-vocabularies. This text is expertly prepared for both study and stage. The quality and varied appeal of its dramatic selections, the wealth of its cultural references, the pres-

ence of the traditional teaching aids, the distinctive and valuable section on play production—all are judiciously combined in a book which is both challenging and practical.

ALEXANDER D. GIBSON

Phillips Academy
Andover, Massachusetts

FABRIZIUS PETER, . . . *lacht am besten*. Edited by Clair Hayden Bell. New York: Appleton-Century-Crofts, Inc., 1957, pp. vii+186. \$2.25.

In . . . *lacht am besten* students of German will find another collection of witty short stories with surprise endings written by Max Knight and Joe Fabry under their joint pen name, Peter Fabrizio, and edited by Clair Hayden Bell. This second volume is completely independent of the first one, *Wer zuletzt lacht . . .* (same publisher, 1952).

This is not the place to reveal the plots of the twenty-one charming stories which deal with familiar and humorous situations of everyday life. But it is easy to predict that many will enjoy, for example, following Heinz Rapp and his well-trained dog as they hunt for the owner of a lady's glove in "Lux zeigt, was er gelernt hat" or hearing about the mistaken clues of the master detective in "Der Knopf." The suitor gets some advice in "Freitag abend um acht Uhr" as well as the newlywed in "Rat für einen Neuvermählten." The element of suspense in all of these stories, their appealing humor, as well as their brevity should hold the students' interest. Most of the selections can easily be covered in one or two assignments in the last year of high school or the second semester of college German. The stories are arranged according to their degree of difficulty but compared with the first volume, they progress faster to a slightly more mature style. A special section of "Fragen" (pp. 127-132) provides five questions on each story.

The reader will find a vocabulary at the bottom of each page in footnotes. Distinguishing the idiomatic expressions by some printing device would be helpful. A very comprehensive "Wortschatz" section (fifty-three double-columned pages) in the back of the book even lists: *der, die, das, ja, nein, blind, pardon, blond, schrill, negativ, deutsch, zwei, drei*, etc. Such simple words should be known or recognized by the time a student attempts to read the idiomatic German in these stories. The omission of vocabulary as just indicated would shorten the "Wortschatz" considerably and thereby facilitate finding more difficult words and expressions. Students in their early stages of reading will appreciate finding accents indicating the stress if not on the first syllable, pronunciation help for foreign words, signs on long and short o's (*höch, Höchstzeit*), and the proper preposition most often employed with certain verbs like *aufpassen (auf)* or the case used, for instance, *dienen* (dative).

Since the authors come originally from Pilsen and Vienna, their stories contain some expressions and words which are not in common usage all over Germany. In the case of *Bub* and *Ribisel* this is mentioned in the vocabulary, for *Gefroreneswagen* the word *Eiswagen* is given in brackets, but for *Krückenstock* the more common *Krückstock* is missing and *Verlustträger* is neither listed in the *Duden* nor the *Sprach-Brockhaus*. The authors use some words and expressions in a different sense than ordinarily found, e.g., *lagen*

(p. 27.6), *zuziehen* (p. 27.8) or *entzündet* (p. 99.1). One might ask why American students should learn "... der Lehrbub schoss ... ein Goal" (p. 30.27) instead of *ein Tor*. The common expression for trash bucket is certainly not *Mistkübel*, in fact, its use instead of *Abfall-* or *Mülleimer* (-kübel, -behälter) might prove embarrassing in educated circles.

The "Wortschatz" also contains a few questionable translations, e.g., *entgegen-blicken* as look back at, *das Fach* as drawer, and misprints include *Lüft* for *Lüfte*, (die) *Revolver* for (die) *Revolver*, (des) *Sesseln* for (des) *Sessels*, *auf's Spiel setzen* for *aufs Spiel setzen*, (die) *Stammgästs* for (die) *Stammgäste*, and for German *siebzehnt* English seventeen instead of seventeenth. On page 65.7 *in dem* should read *in der*. Some words frequently used in German are listed in the vocabulary with only the meaning that fits the particular instance in this text but which is not the usual meaning. The reviewer thinks in a few such instances the main meaning should be added in order to avoid a false impression, e.g., "consider" should be included in the translations for *bedenken*, "courage" for *Mut*, and "traffic" for *Verkehr*.

All points mentioned above could easily be taken care of in the editor's office. If the stories in ... *lacht am besten* are adaptations and simplifications of the originals, as the first volume was advertised, the authors may readily agree to replace a few uncommon words with those ordinarily used.

Humorous illustrations by Anton Marek contribute greatly to the effectiveness of Fabrizio's stories. The drawings can very well be used for practice in giving descriptions or as stimulations to conversations.

We congratulate authors, editor and publishers on this volume so well done in contents, illustration, arrangement, print and binding. Used by a teacher who can distinguish local expressions from those more commonly used all over Germany, these amusing stories will be a valuable contribution to the list of available German readers. They will enliven our language work and be welcomed by all who are looking for light, short, interesting reading material.

KURT LIEDTKE

San Francisco State College

CLAUSEN, EMMA, *Im Vorübergehn: Gedichte*. Los Angeles: The Commonwealth Press, 1956, 158 pages. \$2.75.

Emma Clausen, the 89-year-old authoress of *Im Vorübergehn*, has had an unusual career. Trained in her native Germany as that most pleasant kind of schoolteacher, a "Kindergärtnerin," she emigrated at 18 to Canada. After a brief marriage she came to the United States, where she supported her two children and herself—first as a teacher, then as a nurse, and finally, after medical studies, as a physician. In 1922 Dr. Clausen abandoned her practice and moved to Los Angeles, a city destined to become the assembly point of the German literary diaspora during the Nazi years. In Los Angeles Emma Clausen, like a feminine Theodor Fontane, blossomed as a poetess at an age when the ordinary human being has no greater ambition than a bench in the sun. A good deal of Dr. Clausen's work has been published in German-American newspapers; the present volume is intended to present a selection of her poetry

in a less transitory medium. Remarkably enough, not a few of the poems in the collection have been written during the last decade; precisely these poems, the products of extreme age, are the best works in the little book.

Im Vorübergehn is divided into five sections. The opening poems of the first part, *Am Weg entlang*, treat the larger aspects of life in a language now Eichendorffian ("Kannst von all der Gottespracht / Nicht ein Fünkchen missen!"), now distinctly Schillerian ("Da kreisen die Welten um die Idee, / Um den ewigen Gottesgedanken!"). Then the poetess turns her attention to the problems of what is called, in some circles, "Auslandsdeutschum": a moving little poem, "Heimatsfremd," describes the plight of the emigrant, a stranger in his adopted country and yet equally a stranger when he returns to his homeland. Still other poems—one presumes that they were written for delivery at German-American conventions—celebrate "die deutsche Sitte" and call upon the German-American to preserve the purity of the German tongue. The section closes with a series of laments on the condition of Germany after 1945; the poetess hopes that the German people will not be the target of "Völkerhass und Rachsucht."

The verses of *Im Wechsel der Tage*, dealing with such various subjects as Wagner, Johann Strauss, and the modes of address in South German, are perhaps less successful than the poems which comprise *Erinnerungen an die Eltern*. Dr. Clausen conjures up her dead parents by describing the objects which were their daily companions in life: her father's pipe, his inkwell, his pocket watch, her mother's chiffonier, her jewelry box, the keys of the old piano around which the poetess and her sisters once danced as children:

Die Tänze, die luden zum Tanz uns ein—
Wir liessen nicht Vater erlahmen—
Er musste der fährende 'Herr' ja sein
Im Tanze mit seinen drei 'Damen'!

Anyone who has sensed the pathetic air of old furniture or bric-à-brac will be touched by these portraits of German "Dinge" that have found their way into another world and another age.

An der engen Pforte is composed of poems written in memory of Dr. Clausen's parents and, more especially, of friends who have evidently been members of the German-American colony in Southern California. (Here a few explanatory notes would have been useful to the uninitiated. Particularly confusing is the poem dedicated to Georg Hermann. The reader thinks, of course, of the brilliant portrayer of Berlin Jewish society who met such a hideous end at Auschwitz, but the verses themselves would seem to indicate another Hermann altogether.)

In *Die schöne Welt* Dr. Clausen moves easily from Santa Monica (perhaps the first description in German verse of the refuge of the Manns and Werfel) to the great National Parks, to Yosemite, Yellowstone, and Grand Canyon. Dr. Clausen is a careful guide through these awesome vistas, a traveler of keen poetic perception and equally keen eyesight. Her nature poems betray her splendid vision very much as Droste's nature poems betrayed the famous short-sightedness of the Westphalian poetess, and one is saddened to learn that in recent years Dr. Clausen has gone blind. The lyrics of *Heimfahrt* describe the approach of her affliction, and one of them in particular, "Schwindendes Licht,"

deserves a place of honor among poetic descriptions of old age:

Noch seh' ich in der Ferne
Den Mond am Himmel steh'n,
Die Sterne, ach, die Sterne,
Die kann ich nicht mehr seh'n.

Equally simple, and equally moving, are the poems where Dr. Clausen contemplates the imminence of death:

Es wird ein Morgen tagen,
Und ich erwache nicht;
Die Uhren werden schlagen,
Mich aber stört es nicht.

Lines like these cannot be dismissed as the work of the literary dilettante, the poetaster whose true home is the newspaper column. Dr. Clausen is a cultured and sensitive woman who, had she not spent her life in a foreign country (a situation which inevitably causes a certain estrangement from the mother tongue as a living instrument), would probably have made her mark as a poetess in her native land. If one compares her work with that of a Paula von Preradović or an Agnes Miegel, one will find disparities in skill, to be sure, but not in talent.

Yet, on the other hand, Dr. Clausen did come to America; her life has been devoted to "German-Americanism," and German-Americans should be thankful for it. The great German-American cities of the United States are disappearing, as it were: the character of Cincinnati, Milwaukee, and Saint Louis has undergone a distinct change in recent years, and one fears that the German-American spirit, to which American culture owes such an infinite debt, will soon be dead and forgotten. Perhaps Dr. Clausen's example, personal and literary, will serve as a reminder that German-Americanism deserves to be preserved—and that German idealism and liberalism survived longest not in the "lands of German tongue" but in America.

GEORGE C. SCHOOLFIELD

The University of Buffalo

VINCENZO CIOFFARI AND EMILIO GONZÁLEZ.
Spanish Review Grammar. Conversation and Composition. Boston: D. C. Heath and Company, 1957.

Se ajustan las lecciones de este libro, en general, a la estructura metodológica integrada por tres factores básicos: a) unas normas gramaticales seguidas de los correspondientes ejemplos; b) un texto en español donde se hace frecuente aplicación de las normas; y c) unos ejercicios cuya práctica obliga al alumno a poner en función las reglas estudiadas. Claro es que en el desarrollo sistemático del libro se va de lo sencillo a lo menos sencillo y luego a lo relativamente complicado.

Al valorar la calidad docente de este libro de texto pueden apreciarse, en primer término, la exactitud, claridad y precisión de las normas, formuladas en términos donde nada de lo esencial falta y nada de lo consignado es superfluo, y en que todo puede ser comprendido por el estudiante con facilidad.

Los textos que figuran en las lecciones—descriptivos unas veces, narrativos otras y dialogados muchas—son manifestación de la lengua española tal como la emplean

modernamente las personas cultas, y en ellos se destacan dos caracteres que a mi modo de ver son importantes: su contenido instructivo, al informar competentemente sobre interesantes aspectos del mundo hispánico, y la total carencia de anglicismos, errores y vulgarismos.

Con objeto de suministrar al estudiante material apropiado para los ejercicios, preceden a éstos en cada lección una lista de "expresiones utilizables," que son en su mayoría frases breves de uso corriente, y otra de las palabras que principalmente han de emplearse, facilitándose con ello el trabajo del alumno.

Los ejercicios prácticos son muy varios y numerosos, apropiados en cada lección a la índole de su contenido. No falta en ninguna de ellas un interrogatorio de diez a quince preguntas destinadas a promover la conversación, como requieren las tendencias actuales hacia la expresión oral.

Hay en la enseñanza de la lengua española dos "puntos neurálgicos"—el uso distinto de los verbos "ser" y "estar" y el empleo de los tiempos del subjuntivo—; y el acierto con que se tratan en los libros sirve como "test" de su valor didáctico. En el que estoy reseñando, ambas materias se explican adecuadamente, dando fórmulas sintéticas que proporcionan al estudiante lo que podríamos llamar el *sentido funcional* de la lengua en tan significativos elementos de expresión correcta.

Considero que las reformas ortográficas introducidas últimamente por la Academia Española son en general acertadas, y yo las he aceptado. La antigua distinción relativa a la palabra "aun," según que precediera o siguiera al verbo, carecía de fundamento y significado. En este libro se sigue la nueva norma, explicada en los siguientes términos: "The more common form of *aun* is without the accent; it has a written accent only when it can be substituted by *todavía*. *Aun los Americanos bailan el flamenco* (Even Americans dance the flamenco). *Los dos jóvenes bailan aún*. (The two young people are still dancing.)

Al final del libro, cuyo contenido es muy completo, figuran un Apéndice, que contiene las conjugaciones de los verbos regulares e irregulares, un Vocabulario Español-Inglés de las palabras empleadas en los ejemplos y en los textos, y por último un Índice de materias.

Avaloran el texto tres mapas de los países de habla española y numerosas ilustraciones, bien elegidas, referentes al mundo hispánico.

El concurso de los singulares conocimientos y de las varias experiencias que posee cada uno de los autores de este libro se combina en un binomio positivo de valores docentes, merced a los cuales han podido preparar y escribir este excelente "textbook," llamado a prestar servicios muy valiosos en la enseñanza de la lengua española.

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MACRAE, MARGIT W., *Teaching Spanish in the Grades*, Boston: Houghton Mifflin Co., 1957. pp. iii+408. \$4.50.

Teaching Spanish in the Grades is a helpful omnibus of educational theory, methods, and realia, on the one hand, and an attractive collection of language lessons (*Los tres osos*, p. 28) on the other, which would enhance any imaginative FLES program. Indeed, this text is more than a guide

to Spanish lessons in the grades; even more than the excellent San Diego Guides to Spanish in the elementary grades (*Handbook for the Teaching of Spanish in the Elementary Grades*, 1952; *The First Year of Spanish in the Elementary Grades*, Grade IV, 1953). First, because it is not a trial method, but a proven system which represents several years of experimentation, modification, and application by the San Diego, California, educators. Secondly, because the book covers appropriately and adequately the two domains of language and education with far greater accuracy and detail than popular guides.

Teaching Spanish in the Grades is designed for administrators and parents who have a hand in the implementation of a Spanish FLES program. It is designed for the classroom teacher who is not a traditional language major, and who starts to learn a second language with a background and experience in elementary education. It is helpful for the language major who begins her FLES enterprise without experience in elementary education or working with children. It will be a standard textbook in the library of those engaged in Spanish FLES.

Teaching Spanish in the Grades reflects at the outset the enthusiasm and impetus which the former U. S. Commissioner of Education, Dr. Earl J. McGrath, gave to foreign language education in the elementary schools. It complements harmoniously the ideals and assistance which the Modern Language Association has contributed to the encouragement of FLES at the community level. Moreover, the text is something of an educational landmark, for it represents the experience and conscience of many similar programs wherever FLES is gaining ground, despite a crowded and competitive curriculum, and where the language specialist and non-language classroom teacher are co-operating to raise standards, make the language come to life, and provide a rewarding enrichment program. It is a welcome sign of the times that the language employed by the author retains a colloquial down-to-earth clarity, quite often heard among our colleagues in elementary schools, which never becomes nebulous or pedantically neo-scientific, and which never sacrifices its linguistic accuracy or educational pedagogy for the coinage of its colorful idiom.

The text is divided into fifteen parts, starting with a question and answer approach to the subject of FLES (e.g., Why Begin in the Grades, p. 1), and presenting many diverse ways of teaching the subject with greater use of realia and resources. For example, a section on "Tapes, Records, and TV," p. 91, gives the prospective teacher many helpful suggestions on what to do to improve her pronunciation, to record her lessons, and to originate a TV program. The author's clever three A's, "Accent, Agreement, Accuracy," p. 9, provides the fundamentals for the future teachers of FLES. It is noteworthy that audio-visual aids and TV are not neglected, for they not only represent the modern devices and facilities which characterize FLES instruction, but they represent in their fuller usage and adaptation many of the innovations which will enhance and improve FL instruction at other levels. Over a dozen illustrations speak eloquently of the spirit, color, and dramatic stress of this program, whereas illustrations in popular texts have little to do with the way the language is presented or the way the author would like the classroom "ambiente" to look.

Moreover, there are two aspects of this text which merit our attention: first, the method of presenting the language in whole patterns rather than in isolated forms, which one might call synthetically rather than analytically. Secondly, the dramatization of the foreign language which serves the first purpose, but at the same time, calling upon the imaginative and dramatic resources of the child to aid foreign language learning. The language is presented to the child in meaningful terms of his age and familiarity, in the context of the environment and situation, and in the whole pattern of phrases and sentences, rather than word lists or idiom lists. The language is acted out as much as possible, and it is not a mortal sin to use the English language whenever an impasse develops and the learning experience is threatened. Moreover, the dramatization approach, and the story approach, stress what many FLES teachers have already learned, namely, that it is an excellent "review," due to its repetition, its coherent nature, its appeal to the children. In effect, the child loves to ape the adult world, to dramatize exotic personalities, and to identify himself with animals and fictitious characters. This approach exploits this side of the child's nature, and through it, language fluency becomes a natural expression of the child's participation in the social world of his class.

Furthermore, the Appendix (over two hundred pages) is a lengthy collection of suggestions, songs, games, riddles, plays, bibliography of references, texts, and recordings, and Spanish-English vocabulary word list.

Some teachers may take exception to the idea of the "specialist teacher" approach or the classroom teacher studying a lesson ahead of her pupils, with the thought that the specialist may not be able to integrate the language with other subjects, if this is deemed desirable, and that the non-language teacher may impair the pronunciation of her pupils before she learns to improve her own. The controversy that these invite seems wholesome because they are the sincere problems which confront teachers of foreign languages in the elementary schools. Nor can we look for the problem to be resolved before there are adequate numbers of well prepared teachers, audio-visual facilities, budgetary allowances, and considerably more thinking and cooperation between curriculum specialists, language specialists, administrators, classroom teachers, and parents. It would be well to keep in mind too, that in San Diego this program was successful and Mrs. MacRae brings us the blue print of their success. However, the illustration on p. 37 shows a teacher who has written the phrases on the blackboard, whereas the method is supposedly "conversational," a term which implies to many teachers that the small fry do not see the printed word in phrases, but only hear them and speak them.

Nevertheless, *Teaching Spanish in the Grades* is a pioneer text which will serve in many rewarding ways. It is colorful, imaginative, colloquial, with both a scientific and artistic blend. It represents a successful method, clearly defined objectives, and a well organized presentation of materials and helpful data. It is a tribute to the teachers of San Diego and to the originality and inspiration of the author.

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KRIDL, MANFRED (ed.), *An Anthology of Polish Literature*. New York: Columbia University Press, 1957, pp. xxi+625. \$8.50.

The appearance of any textbook intended primarily for the study of the Polish language in the English-speaking world is a signal event. First, because of the excessive rarity of such works and, secondly, because one hopes each time that a much neglected area of Slavic studies may finally have acquired a reliable and scholarly pedagogical tool. For if English works on the Polish language are scarce, good ones are even more so.

In the last two decades there have appeared several Polish readers, but they all suffer either from a limited purpose—such as phonetic transcription or even patriotic edification; or from limited scope—such as the absence of explanatory notes. *An Anthology of Polish Literature*, edited by the late Professor Manfred Kridl, and published in the spring of 1957, seems to be the first whose purpose is to be a general aid in the study of Polish.

As stated by the editor, the intent of the work is "to facilitate the study of Polish literature among American and English students of the language." This statement, unfortunately, reflects an ambiguity which is evident throughout the entire volume. One can ask: is this work intended for the student of literature, or of language, or of both? The last seems to be the answer, and this accounts for the chief defect of the *Anthology*, namely, that in trying to serve both goals, it serves neither completely.

That it facilitates the study of literature cannot be denied. Here, within a scope of six hundred and twenty-five pages, we find a collection of excerpts from the works of fifty-eight Polish writers, covering a period of seven centuries. To be sure, the XVth century is over by the time we reach page 14, and the XVIIIth begins on page 86, so that, in fact, the bulk of the volume is devoted to the XIXth century and part of the present one.

For the most part the authors are fairly representative, with a favoring of the accepted standards, the "classics" of Polish literature. The selections will thus jar no one by their unorthodoxy. Several authors are difficult to come by, even today, hence their inclusion between the covers of one book is a real service. One might, however, quarrel with the editor over some of his choices. The retention of such political theorists as Ostrońóg (XVth c.) and Modrzewski (XVIth c.)—who moreover wrote in Latin and have to be presented in translation—can be questioned. On the other hand, one sincerely regrets the absence of the XVIIth century diarist and roisterer, Jan Pasek, who, for a variety of reasons, all compelling, should be *persona grata* in any Polish anthology. These, of course, are minor flaws; an anthology, by its very nature, precludes perfection, and this one comes reasonably close to providing an adequate, if very fragmentary, introduction to Polish literature. Perhaps a title such as: *An Introduction to* (or *An Introductory Anthology of*) *Polish Literature* would give a truer idea of its scope.

More vigorous exception can be taken to that aspect of the *Anthology* which makes it unique and the first of its kind in English. These are the notes which copiously follow each selection and which make up one third of the volume. The frame of reference and justification for these notes is that "it is taken for granted that the reader will have a

knowledge of contemporary Polish, but is less acquainted or not all acquainted with the older language, with idioms, historical facts, and Polish life and customs through the centuries." The intent is laudable, but despite their abundance, the notes are not as systematic as one would wish.

First of all, it is evident that the *Anthology* is designed to be read consecutively since the notes are cumulative. This, of course, makes it difficult for the average reader who wishes to limit himself to one author or period. That the editor was perhaps aware of some of the problems this would create is indicated by the cross references that have been provided. These, however, are so few as to be practically valueless. A simple index, listing merely the page or pages on which each reference appears, would have solved this.

Another defect, capable of easy solution, is the failure to indicate the relative difficulty of each selection from the point of view of the problems it presents to an English-speaking student. The reader—at least in the initial stages—has every right to know that Szarynski is more difficult than Mickiewicz, and Norwid more difficult than either. Such a classification would avoid a discouraging struggle with, say, the XVIth century writer Rej, who could more profitably be approached after some of the easier selections.

A third drawback is the very uneven level of these notes. The editor admittedly would rather have his explanations superfluous than insufficient. But it is doubtful if anyone acquainted with contemporary Polish need be told the meaning of such words as: "table," "window," "floor," or the more common verbs. Yet these are given in the notes. On the other hand, a reasonably-equipped student of literature does not need to be told who Mars or Pallas Athena were. With no specific reader in mind, or perhaps with too broad a conception of him, the notes take on a haphazard and slightly condescending tone which limits their effectiveness.

A fourth objection is that although the abridgements are indicated, their extent is not.

One final word about the editing of the book. The selections themselves are scrupulously in conformance with the original Polish texts. The Polish text is relatively free of misprints. The English text, however, literally swarms with misprints or misspellings, which, annoying in themselves, become doubly so by their number. Taken at random we find such words as: "distruction" (p. 202); "brocken" (for "broken," p. 203); "granade," "sommersault," "spring sawing," "genet." (for "genitive," all on p. 204); "turgid wine" (p. 310); "provincial" (p. 329); "fonctionnaires" (p. 464); "burries" (for "buries," p. 561); "mentionned" (p. 592); "stubornness" (p. 592). Many more could be cited.

These restrictions, nonetheless, do not deprive this work of its basic merit: that of providing the English-speaking student of Polish, for the first time and within easy compass, with a rich treasury of the Polish language, embracing almost all ages and styles. The student of literature may find it too limited and elementary—certainly insufficient to permit any serious literary inferences or conclusions. The student of Polish linguistics will be disturbed by the heterogeneity of the notes. But where Polish is taught as a second Slavic language this anthology will serve well as a basic text.

The parts of this book least subject to question are the brief historical surveys of each of the major literary schools and of each of the authors presented. Professor Kridl was one of the great Polish literary scholars of the first half of this century, and these introductory essays form an abridged outline of Polish literature—a subject which he treated more exhaustively in his five hundred page *A Sur-*

vey of Polish Literature and Culture, also published by the Columbia University Press (1956).

It is to be hoped that the interest in Polish that it should stimulate will make possible a second, revised edition of this valuable and pioneering work.

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"There are those who struggle to achieve real understanding and sympathetic insight into the way a foreign people regard the various activities of their own life and ways. They try to build up a vivid imaginative realization of what the history, the social practices, the songs, the physical features of the land really mean to the foreign people themselves. . . . Progress toward the achieving of this kind of sympathetic understanding is the ultimate *measure of the success of each stage of language teaching*. From this point of view the words . . . of a language never 'mean' the words . . . of another language; they 'mean' the specific, concrete experience of the native users of that language. Translation, therefore, on the very elementary level, which seeks word for word equivalents without attention to the very differing content of the specific experience and attitudes covered by these words and linguistic forms for the users of each of the two languages involved, very often leads away from the kind of sympathetic understanding which is our fundamental purpose in all language teaching. . . .

"Most of the cultural materials usually discussed in relation to language teaching concern . . . the history (often rather strictly political history), the geography, the educational system, the religious groups, the social classes, the music, the art, the literature. The selection of the specific matters to be included in each of such topics is seldom based upon any consistent and fundamental principle. Seldom is it recognized that even in matters of this level the same acts of overt behavior will very probably have very different cultural or structural values in two different societies. . . . Those who grow up in a different culture have a whole range of 'blind spots' which only the processes of a sound structural technique of analysis can help to overcome. . . .

"In some countries, for example, it is the practice to 'shake hands' in connection with greetings and leavetakings even of the most informal kind. In other countries this 'shaking hands' occurs only upon more formal occasions. Unconsciously, then, those who are accustomed to shake hands upon all such occasions will interpret the neglect of this social act by those for whom it is not the custom as unfriendliness or crudity. In some national cultures the call for silence in a group when a speaker is about to begin uses the voiceless spirant 's' sound. In the United States the use of this sound when a speaker is about to begin is a gross insult. For English speakers in the United States the call for silence uses the voiceless spirant 'sh' sound . . . Americans, Britons, and Germans, as they eat, each use their forks according to a different pattern. Sometimes Americans or Britons or Germans will react to this behavior pattern of the others as something crude or even offensive. . . . The actual number of such characteristic differences between two peoples is tremendous and they usually cause friction and hostility in proportion to the degree to which they are not recognized and not known. . . .

"After the range of important cultural patterns has been established and the content of these materials defined, it is no simple matter so to deal with them in the various stages of language learning that those of a differing cultural background can achieve a sympathetic insight into the new way of evaluating experience. . . . In some way the learner of a foreign language must 'start as a child and grow up again' in a different way of grasping experience. The problem lies in finding the way to achieve imaginatively what cannot be accomplished physically. . . . All cultural materials of a foreign language must in some way be *attached to or built into the particular cultural experience of the readers*, if they are to serve the purposes of understanding."

—CHARLES C. FRIES

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